DOCUMENT RESUME

ED 181 750 FL 010 997

AUTHOR	Chun, Judith, Ed.
TITLE	Second Language Acquisition Notes and Topics, Volume 8, Number 2. A Newsletter for Researchers and Teachers.
INSTITUTION	San Francisco State Univ., Calif.
PUB DATE	Dec 78
NOTE	80p.
AVAILABLE FROM	English Department, San Francisco State University, San Francisco, CA 94132 ($1.00 in North America, $2.00 elsewhere)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Bibliographies; *Conference Reports; *Conferences; *Language Instruction; *Language Research; Newsletters; *Second Language Learning
IDENTIFIERS	*Canada; *Middle East

ABSTRACT

This issue of the "SLANT" Newsletter for researchers in second language acquisition is highlighted by a survey on research in Canada by Fred Genesee (including a bibliography and reports of research in progress), and a report on "Second Language Acquisition in the Middle East," by Gregory James. The latter article discusses second language instruction in Bahrain, Iran, Iraq, Israel, Jordan, Kuwait, Saudi Arabia, Turkey, the United Arab Emirates, and Egypt. The general picture in this area of the world is one of slow progress toward effective second language education. Also included are reports from second language conferences, a listing of upcoming conferences, and various announcements of interest to the field. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED181750

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Second Language Acquisition Notes & Topics

MANAGING EDITOR: Judith Chun

ASSISTANT EDITOR: Karen O'Neill

BUSINESS MANAGER: Tom Nunnelley

A NEWSLETTER FOR RESEARCHERS AND TEACHERS VOLUME VIII, NUMBER 2 DECEMBER, 1978

STAFF CHANGES: Several changes have taken place on the SLANT staff since the last issue was published. First, Associate Editor Barbara Ferrin's professional interests have led her far away from the San Francisco Bay Area as she continues her career in ESP in Khartoum. The rest of the staff gratefully acknowledges her past contribution to SLANT and wishes her well. We hope she will continue to lend moral support to SLANT in the future.

Also to be commended on a job well done is former Business Manager Steve Stauss. Steve has worked wonders getting all the SLANT paperwork in order and keeping it that way, and the rest of us are sorry that his other endeavors prevent him from continuing with SLANT, but are grateful for the many, many hours he has devoted to the newsletter. We welcome to the SLANT "family" Tom Nunnelley, who is replacing Steve. Readers should now address all correspondence regarding subscriptions, back issues and changes of address to: Tom Nunnelley, SLANT Newsletter, English Department c/o Graham Wilson, San Francisco State University, San Francisco, CA. 94132, U.S.A. All other correspondence should be addressed to: Judith Chun, Box 2651, Stanford, CA. 94305, U.S.A.

SLANT has also undergone a change in administrative assistance. The Linguistics Program at San Jose State University finds it impossible to continue providing us with any administrative support, but we would like to take this opportunity to acknowledge their generous support in the past. Future administrative assistance will be provided by the English Department, San Francisco State University (Graham Wilson, Chairman) and we are particularly grateful for Graham's administrative (as well as moral) support at a time when the threat of budget cuts is ever-present in the State University system in California

TABLE OF CONTENTS

	Page
RESEARCH REPORTS BY GUEST EDITORS	
A Survey of Canadian Research on Second Language Learning by Fred Genesee	1
Second Language Acquisition in the Middle East by Gregory James	31
CONFERENCE REPORTS	
1978 TESOL Convention by Jody Hacker	42
The Fifth Annual Conference of the Israeli Association for Applied Linguistics by Andrew D. Cohen	45
Symposium on Bilingual and Bicultural Adjustment, Nineteenth International Congress of Applied Psychology by Lars Henric Ekstrand	47
Ninth World Congress of Sociology by Stig Eliasson	52
Third Annual Boston University Conference on Language Development by Kenji Hakuta	56
Los Angeles Second Language Research Forum by Robin Scarcella and Sharon Bode	57
First Scandinavian-German Symposium on the Language of Immigrant Workers and Their Children by Hartmut Haberland	67
UPCOMING CONFERENCES	
TESOL '79	68
Special Colloquium for Graduate Students (TESOL '79)	68
Conference on Theoretical Orientation in Creole Studies	68
RELC Regional Seminar	69
Northeast Conference on the Teaching of Foreign Languages	70
RECENT PUBLICATIONS	70
ANNOUNCEMENTS	72
PUBLICATIONS RECEIVED	73
RESUMES OF RESEARCH IN PROGRESS	73
CALL FOR RESEARCH RESUMES	77
SUBSCRIPTION INFORMATION	78

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Judith Chun

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL 010 997

Copyright © 1978 by SLANT

A SURVEY OF CANADIAN RESEARCH ON SECOND LANGUAGE LEARNING

by Fred Genesee (Psychology Department, McGill University, Montreal, Quebec, Canada)

The survey of Canadian second language research and resources that follows has been compiled with the aid of a questionnaire which was distributed to known researchers in the second language learning field in Canada. As in the case of any questionnaire, there was not a 100% return rate. Therefore, the resulting information is not exhaustive, but should, nevertheless, give the reader a perspective on a good cross-section of work in the area.

I have organized the questionnaire information and other information available to me according to the following themes: 1) Conferences; 2) Canadian Resources (A. Journals; B. Research Centres, Test Distributors and Tests); 3) Publications (A. Books and Journals; B. Articles); and 4) Resumes of Research in Progress. Because the reader will probably not find any single piece of information to be useful as it is provided here, I have tried to give adequate addresses and sources. You are invited to correspond with persons cited in the survey for more detailed information.

Even a quick perusal of the survey will indicate that a major focus of research activity in SLL in Canada pertains to SLL in school settings. This has meant that much of the Canadian research on second language acquisition has been psycholinguistic in nature, with a concern for the role of learned characteristics in SLL, acquisition of functional SL skills and the social and cognitive consequences of bilingualism. Coupled with an investigation of these ideas has been an interest in bilingualism or second language learning as a social psychological or sociological phenomenon: bilingualism and person perception, bilingualism and intergroup relations, and bilingualism and cross-cultural communication, to mention a few examples. While this feature of Canadian research in second language acquisition has been excluded from the accompanying survey, for reasons of parsimony, it is, nevertheless, very much a part of the SLL literature.

In any event, the reader can form his/her own impression of Canadian research in second language acquisition.

CONFERENCES

(1) Linguistics Association of Canada and the United States/ Association de Linguistique du Canada et des Etats Unis (LACUS/ALCEU): Prepared by Michel Paradis, (McGill University)

LACUS is an educational and scientific organization whose purpose is to promote the objective study of language. LACUS/ALCEU espouses an interdisciplinary philosophy pursuing both theoretical and applied linguistics, emphasizing no single theoretical bias.

One of the original intentions of the founders of the Linguistic Association of Canada and the United States was to broaden the scope of linguistic studies. That they are well on their way to achieving their goal may be inferred from the growing appeal that the association has had in its four years of existence, and from the variety of topics that were covered in the papers presented at this year's conference, which are published in the Fourth LACUS Forum.

One of the main characteristics of this association is a particular awareness on the part of its members of the ineluctability of the inter-disciplinary aspect of linguistic studies. The structure of language, from sound patterns to the organization of meanings, is studied with a view to placing it in the wider context of human communication, where it is necessarily affected by influences outside of linguistic structure proper. Every member, irrespective of theoretical background, attempts to relate his or her linguistic research to the biological, psychological, aesthetic, philosophical, social or political study of man. This is why so many are working in hyphenated linguistics (and the hyphen by now, has most often been dropped): either in neurolinguistics, psycholinguistics, sociolinguistics, anthropoligical linguistics, computational linguistics, mathematical linguistics, or in any area where linguistics is seen in relation to other disciplines, such as epistemology, logic, literature or pedagogy.

The Association holds an annual FORUM of three or four days' duration during which members present papers. The meetings are scheduled to alternate between the United States and Canada. The Proceedings of each annual FORUM appear in book form a few months after each conference. The Fourth annual meeting of the LACUS held at McGill University in Montreal from the 13th to the 17th of August, was attended by over 140 participants. Twenty-five of the 64 papers that were actually read at the Forum dealt directly with some aspect of bilingualism. These papers, together with papers from the Second and the Third LACUS Forum, as well as some original contributions, are simultaneously published by Hornbeam Press in a separate volume, under the title, Aspects of Bilingualism, the theme of this year's conference.

Papers are presented according to five themes: (1) Developmental Aspects: The Acquisition of Two Languages; (2) Linguistic Aspect: Two Co-existing Grammars; (3) Pedagogical Aspects: Learning a Second Language; (4) Psycholinguistic and Neurolinguistic Aspects: Two Languages in One Brain; and (5) Sociolinguistic Aspects: Two Languages in One Society. Address: LACUS, P.O. Box 101, Lake Bluff, Illinois 60044, U.S.A.

(2) La Société pour la Promotion de l'enseignement de l'anglais, langue seconde, au Quebec: Prepared by Jonathan Munro Jones, (Le Ministère de l'éducation du Québec)

SPEAQ (Société pour la promotion de l'enseignement de l'anglais, langue seconde au Québec) is a non-profit association of professionals concerned with the teaching of English as a second language. Its purpose is to facilitate and promote communication and research at all instructional levels through the organization of an annual conference and the publication of periodicals and newsletters. To achieve these ends, SPEAQ collaborates with other groups having similar goals.

SPEAQ held its 6th Annual Conference in Quebec City from June 14th to 17th, 1978. The programme reflected the Association's aim to promote dialogue between the theoretical and the practical branches of applied linguistics.

Professor Wallace Lambert opened the conference with a fiery presentation titled "Immersion as an Approach to Second Language Learning." Presentations at the conference were very diverse in their topics, ranging from "Research Design and Statistics" given by Kyle Perkins to Don Nilsen's "Language Play." John Oller discussed the role of errors in SLL while John Clark offered practical suggestions for testing the speaking ability of L_2 learners. Stephen Krashen presented current models of adult L_2 performance, considering both the conscious and unconscious learning strategies they use. While Gertrude Moskowitz humanized the classroom teacher, Carolyn Graham had everyone "jazz chanting." Delegates had a choice among John Fanslow's "feedback in teaching and non-teaching," Clifford Hill's "Textual Cohesion" and Karl Diller's "Neurologuistic Evidence on the Importance of Method." As Patsy Lightbown led her audience through the "learning and teaching of question form and function," Jean-Guy Savard questioned the definition and measurement of language functions. The conference ended with a symposium on "Language Learning and Acquisition: The State of the Art." James Alatis chaired the session with Stephen Krashen, Patsy Lightbown and Fred Genesse viewing the issue from three perspectives.

In a province where applied linguistics is well received, this conference has offered a juxtaposition of local and international expertise which from year to year has engendered innovative ideas for the classroom. The 1979 conference to be held in Montreal will offer yet more papers without diminishing its creative impact. Address: SPEAQ, C.P. 298, Deux Montagnes, Québec, Canada G7A 4K2.

(3) International Association of Applied Linguistics/Association internationale de linguistique appliquée (Montreal, Aug. 21-26): Prepared by Brian Smith (Concordia University, Montreal)

Section #1, dealing with Second Language Teaching and Learning, had received numerous resumés and approximately 140 papers were presented. The papers were grouped in the following sub-categories:

1) Linguistics and Second Language Teaching or Learning;
2) Teaching a Second Language;
3) Learning a Second Language;

4) Technology and Second Language Teaching;
5) Error Analysis;
6) Communicative Competence;
7) Second Language and Society;
8) Measure and Evaluation; and
9) General Topics.

Speakers from places as far apart as Brazil, Thailand and Nigeria were present and, though the majority of the speakers were from North America, Europe was well represented. Some of the more well-known speakers included Wilga Rivers, H.H. Stein, F. Marty, H. Holec and B. Spolsky.

The range of topics was considerable and covered theoretical considerations, case studies and contrasts as well as practical resolutions to problems. Some interesting papers in the use of media in L_2 instruction were given. In particular, the usefulness of "off-air" T.V. broadcasts was described and the procedures for making this type of material relevant to particular classes were detailed by several speakers. Other papers shed light on problems which are not common in North America, for example, the teaching of E_{2L} to very large classes of students, or the use of E_{2L} as the language of technical instruction.

The sub-sections Teaching and Learning a Second Language accounted for a large number of the presentations and we were, once again, highly impressed by the way in which the speakers from Europe had documented their cases. The present-day emphasis on the student in a three-way interaction of Teacher-Student-Material was again underlined in papers dealing with aptitude, mother-tongue competence, ability to imitate, and slow vs. good learners. It will be interesting to see whether the emphasis directed toward the learner, who is, after all, the most important variable in the learning process, will continue.

- Report on Session on Linguistics and Second Language Teaching or Learning (Wednesday, August 23, 1978), by Jacqueline Bouloffe, (Université Laval, Quebec, Canada)*

The first speaker Bernard Spolsky (Department of Linguistics, University of New Mexico, Albuquerque, New Mexico, U.S.A.), talked about "Contrastive Analysis, Error Analysis, Interlanguage and other useful fads."

He said these were buzzwords with relative merits and demerits:

---

*The following reports on L_2-related papers presented at the AILA Conference were submitted to the Editor by several of the chairpersons and discussion and working group leaders. Though we were not able to obtain reviews of all of the L_2 sessions, the reports included here represent a cross section of the conference papers in the field of second language.

1) CA gave a framework for usable pedagogic grammars but was inadequate in predicting a hierarchy of difficulty.

2) EA insisted that language pedagogy have relationship with the psychology of language acquisition.

3) IL accepted the learner's transitional stages of acquisition as object to synchronic study.

Spolsky's point was that each evolutionary phase implied assumptions complementary rather than competing. He aimed at restoring the Saussurian distinction between langue and parole or language and idiolect. Pedagogy and sociology should cooperate.

Ann Fathman (Box 1141, Rochester, Minn., U.S.A.) talked about "The value of morpheme order studies for Second Language Learning."

Using the SLOPE TEST, she assessed the value of morpheme order studies in three ways:

1) By comparing results obtained over a period of time: the mean scores improved but the relative ordering of morphemes remained the same,

2) By comparing results obtained from instrument elicited and spontaneous speech: the great similarity of results suggested that instrument elicitation can be a valid means of control,

3) By comparing results obtained using two methods of analysis: rank ordering and error analysis. Here she compared Korean and Spanish children learning English. If the ordering was similar, the kind of errors differed. Spanish children would say the hat of man, Korean children would say the man hat.

The discussion raised topics like the difference between order of acquisition and order of difficulty, elicitation procedures as used in the test and the size of the corpus.

Karl J. Fink (Department of Foreign Languages, Southern Illinois University, Carbondale, Illinois, U.S.A.) "Measuring Cultural Topoi in Foreign Language Culture Instruction."

The author surveyed German culture textbooks and compared their topoi, i.e. commonplace sets of information, with a matrix of HRAF categories, i.e. a grid by which all human societies are studied. 15 topoi were found. He then made concepts from those topoi to be able to question students. For instance Typisch Deutsch was changed into The Germans. The next step was to collect modifiers for a bipolar differential scale and the next one to elicit Student Response to that scale according to whether the students were beginning or advanced students of German or had had no formal German training. Students with formal training had much lower loadings than the others on adjectives like bad, busy and aggressive. This is attributed to the tendency in modern textbooks to show Germans

as more passive than formerly and illustrates the author's point namely that cultural concepts do influence affective attitudes.

Discussion. The author was asked the following questions. Had he attempted to determine a causal explanation, for instance had the subjects been exposed to the same concepts in their own culture, were they native speakers (no), what was their age. How many teachers had been visited (10). Had modifiers been elicited from people with no training in German (yes).

Craig Chaudron (OISE, Toronto, Ontario, Canada) did not treat the subject announced in the abstracts. His new subject was "Grammatical Development and Communication in FSL Immersion Classes: The case of the French Articles."

He compared immersion students and native French speakers in their use of the various articles. Three groups of immersion students were examined with techniques adapted to their age: picture stimuli, interview or recording of T/P spontaneous interverbal exchange. All cases were analyzed for correctness or incorrectness with the help of native speakers.

The point was raised in the discussion that the order of acquisition for French L1 may be the same. For instance the partitive would probably come in late too.

William J. Calvano (Department of Spanish and Portuguese, Temple University, Philadelphia, Pa., U.S.A.) treated the subject of "Spanish Applied Linguistics: Considerations of Pedagogical Grammar."

The author insists that a grammar should only provide the amount of explanation necessary to clarify problems. He recommends units of equal length and format. The patterns selected should provide opportunities for free conversation. It is not natural for students, for example, to give each other commands.

The author agreed to two points raised by the audience:

1) The grammar should not exist by itself. The student makes his own grammar by internalizing what he derives from associated teaching material.

2) Explanation should be given in terms of what students already know.

- Report on Session on Learning a Second Language (Monday, August 21, 1978) by Petra Hammer (Athabasca U., Edmonton, Alberta, Canada).

R. Alexander (University of Bremen, Bremen, West Germany) proposed in his paper "Second Language Learning in the Context of Cultural Relativity" that second language learning appears to have more to do with the 'meshing' of language and culture in social life and less with the determining effects of language

on thought. Language is colored by the communicative and interactional patterns in which it is embedded. Differences in paralinguistic and pragmatic rule systems associated with particular languages are perhaps greater than usually allowed for in language teaching.

C. Kessler and I. Idar (University of Texas, San Antonio, Texas, U.S.A.) examined the "Acquisition of English by a Vietnamese Mother and Child." The adult acquisition of a wide range of syntactic structures is compared with that of her child. Beside different cognitive development of the mother and child no self-correction was observed in the child but only for the mother.

J. Soderlind (Grönstensvägen 18, Uppsala, Sweden) presented tape recordings of English as spoken by people using it as their second or third language. Examining the varieties of English spoken as a second language may help to determine communicative efficiency and comprehensibility.

W. Rivers (Harvard University, Cambridge, Mass., U.S.A.) discussed a new trend of foreign language acquisition which is based on the functions of language in use. She suggested that this new approach is more easily aligned with the stages of cognitive development postulated by Piaget, with his emphasis on the symbol's operative aspect. The results of second language acquisition research with young children in informal second language settings or bilingual classes cannot necessarily be considered applicable to adolescent/adult learners who have reached the stage of hypothetico-deductive reasoning.

Eckman (Department of Linguistics, University of Wisconsin, Milwaukee, Wisconsin, U.S.A.) discussed "Markedness and Degree of Difficulty in Second Language Learning." According to the markedness differential hypothesis those areas of the target language different from and more marked than the native language will be difficult; those areas of the target language not more marked than the native language will not be difficult.

- Report on Session on Learning a Second Language, (Monday, August 21, 1978) by Grant McConnell (Université Laval, Quebec, Canada)

H. Ringbom (Department of English, Abo Akademi, Abo, Finland). "How do Finnish learners of English differ from Finland-Swedish learners?"

This paper concerns error analysis and the differences between Swedish and Finnish learners of English. As the cultural and educational background is similar for both groups, reasons for differences in learning are alleged to be found within the languages themselves and due to their own particularities.

U. Thagg and B. Orsmark (Byggmästaregatan, 8c, Lund, Sweden).

"Swedish-English learners' article and concord errors and native speakers' attitudes."

The authors constructed typologies of these errors, then set out with the material (corpus) gathered, to analyze frequency of kind of errors, as based on the typology. English (British) native speakers were asked to rank such errors as more or less serious. Comment: small audience, importance of such errors questioned as they are frequent with native speakers.

M. Sharwood-Smith (Department of English, Rijkusniversiteit, Utrecht, Netherland). "Optimalizing interlanguage feedback to the foreign language learner."

The author stressed the importance of feedback and described what the process is in the context of advanced learners' composition or writing courses.

A. D. Cohen and E. Aphek (The Centre for Applied Linguistics, Hebrew University, Jerusalem, Israel). "Easification in second language learning."

The authors set out to establish ways of making the learning task easier. Questioning of students as to why they said or used a particular form and what associations they had consciously made brought out some unexpected facts.

A. S. Palmer and M. C. Kimball (Department of English, University of Utah, Salt Lake City, Utah, U.S.A.). "Compartmentalized and integrated acquisition: Evidence for two kinds of acquired competences and implications for the classroom."

The authors did a number of tests to demonstrate their hypothesis of compartmentalized (simple cues) vs. integrated (multi-cued) learning. The first type is an out-of-context classroom learning situation. The second type a real life situation in context. The aim in this experimental group was to inject as much as possible a pseudo-communication into the learning process in order to encourage integrated acquisition.

- Report on Session on Learning a Second Language, (Wednesday, August 23, 1978), by Janice Yalden (Carleton University, Ottawa, Canada).

Yves Bégin (INRS Education, University of Quebec, Quebec, Canada). "Une experience d'enseignement individualisé."

Mr. Bégin described a system of individualized instruction used in some primary school boards in Quebec. Known as SAGE, the system parallels classroom instruction going on in the same term. Modules based on the classroom text are devised and the child decides when and for how long he will work each day.

Results of testing over a two-year period show superior performance for experimental groups of 10-year olds. For the 11-year olds, superior performance showed up in the experimental groups in the second year only. The research will be continued.

J.A. Fix-Chun (School of Education, Stanford University, Stanford, CA., U.S.A.). "Importance of the language learning situation in second-language acquisition."

Ms. Chun reported the results of an experiment in comparing the speech of three groups of children learning French:

1) immersion classes in the U.S.;
2) anglophone children learning French in French schools in France, and
3) French children in the same school as group (2).

Data was obtained through the use of a storytelling test, with pictures designed to elicit certain structures. The children were interviewed individually. In analyzing the data, a good deal of within-group variation was noticed.

The discussion of errors was especially interesting, gender in particular being seen to pose significant problems for English speakers.

Conclusions: French native speakers were always ranked as clearly superior - English-speaking children in French schools were high scorers on some variables, showing different advantages from those of students in the immersion situation.

Helmut Zöbl (Universität Essen, Essen, West Germany). "A child's second language development."

A report on a longitudinal study of a 6-year old German girl's acquisition of English. Questions to be investigated were:

1) What structural factors account for interference?
2) What structures are affected?
3) What has to happen to have interference disappear?

Surface structure cohesion in the child's utterances were examined, and points at which interference occurs were identified: Interference appeared to be selective in terms of the cohesion of certain surface structures. (Structures discussed were post-verbal negation, verb-pronoun object cohesion, and others).

An analogy was made between the development in the speech of the child being studied in the transition from post-verbal to pre-verbal negation, and the development of a similar transition in the English language itself from about 1750 on.

Language change can provide insight into what structural precondition have to be met for certain structural changes to take

place in the language of a learner.

L. Mukattash (University of Jordan, Amman, Jordan).
" 'Wh- questions' in English: a problem for foreign learners."

Dr. Mukattash presented an analysis of wh-questions produced by 400 native Arabic speakers, part of a large research project designed to study factors affecting competence in English and levels of attainment.

Students were required simply to convert declarative statements to wh-questions. Errors in word order and use of auxiliaries are studied in this presentation, at great length and in detail.

The conclusions Dr. Mukattash drew from his data will not encourage those who hope to identify interference errors with ease. The difficulty of identifying interference errors as such was very well demonstrated, through comparison with similar errors produced by (a) children acquiring English as their native language, and (b) speakers of languages other than Arabic who were also learning English as a second language. He did propose that interference errors are more easily identified at the phonological and morphological levels than at the syntactic or stylistic.

- Report on Session on Measure and Evaluation, (Friday, August 25, 1978), by Raymond Lamérand (OISE, Toronto, Ontario, Canada)

N. Berkoff (Hebrew University, Jerusalem, Israel) gave a scholarly presentation of the need to take recall factors into account when measuring comprehension in advanced learners of a second language (English to Hebrew speakers). Many ancillary questions were not studied including the willingness of students to take the very repetitive test seriously at the third attempt.

H. Molina (SWRL, 4665 Lampson Ave., Los Alamitas, CA, U.S.A) gave an excellent coverage of English as a second language taught to Spanish-speaking immigrants in California. Evaluation studies carried out on a particular set of ESL materials were clearly documented and some attitudinal parameters were discussed though tests had not been devised to measure them.

A.S. Palmer (Department of English, University of Utah, Salt Lake City, Utah, U.S.A.) showed that evaluation through language games in English as a second language approximated real communication situations. Statistical data showed that the technique gains results highly correlated to the evaluation of communication which is more cumbersome and more difficult to objectify.

K. Connors (Department of Linguistics, University of Montreal, Montreal, Quebec, Canada) gave a competent abridgement of a long

research report on immersion French programmes for older English-language students. This and the lengthy paper and discussion given by G. Labelle, M. Nieger and Lise Billy focussed the attention of many delegates to AILA on the evaluation of immersion French programmes. There was debate about the nature of "formal" language instruction from kindergarten to grade 8; it was finally pointed out that the age of pupils dictated how much "grammar" could be taught as such. In the absence of textual materials, no conclusion could be reached concerning major differences in methodology. Dr. Stern intervened to orient debate to seeking the most opportune moment to introduce French "immersion" studies to English learners if indeed "immersion" strategies should be recommended for any group. A long and detailed report appeared in the Montreal elitist newspaper Le Devoir giving a fair, scholarly and lucid appraisal of the data available and the types of tentative conclusions that might be drawn from the evaluation of the "immersion" programme in the 1000 Islands area. Researchers involved in the evaluation studies answered questions and debated issues for a good three hours. The last word has not been said on the effectiveness of various types of "immersion" French programmes for the different age groups involved nor on the types of teaching strategies which produce the best results.

- Report on Session on Psycholinguistics (Wednesday, August 23, 1978) by Thomas Scovel (Department of General Linguistics, University of Pittsburgh, Pittsburgh, Pa., U.S.A.)

The papers read during Wednesday's session of the Psycholinguistics Section of the Congress represented a wide variety of methods for undertaking research in the psychology of language learning; among the five presentations were reports of data investigation (Dechert, Glahn), studies testing specific hypotheses concerning language acquisition (Spillner, Seliger), and the construction of formal models at the highly abstract level (Selinker and Lamendella). Despite these methodological differences however, all five contributions were united in their common interest in acquisition errors as a "window to the mind" of the learner, and it was apparent from the presentations themselves, and even more transparent from the discussion of the papers, that the authors were in agreement with one of the most pervasive themes in applied linguistics today--that language acquisition is largely a unitary process and is governed by predictable rules of cognitive behavior.

The first paper by H.W. Dechert (Gesamthochschule Kassel, Kassel, West Germany), "Contextual hypothesis-testing-procedure in speech production" began with a well-articulated review of the literature on strategies employed by adult learners as a preface to a careful introduction to the notion of hypothesis testing (HT) and its employment in language acquisition research. This was followed by a summary of Dechert's own discourse analysis of errors made by L2 learners in an attempt to discover the HT strategies which adults use. It was interesting to see how the narrative structure of the discourse revealed evidence for the learner's HT in the L2 at several different linguistic levels, and Dechert's presentation was an apt introduction

to the paper which immediately succeeded his during the morning session: "Apprentissage de la langue maternelle et apprentissage d'une langue seconde: différences et points communs vus à travers l'analyse des fautes" by Prof. B. Spillner (Gesamthochule Duisburg, Duisburg, West Germany).

Prof. Spillner also went to some length in reviewing the language learning research, taking care to emphasize the fact that much of the literature reveals the interrelationship between first and second language acquisition. After describing how an error analysis (EA) may be best undertaken (e.g.description of errors, analysis of errors, consequences of errors, and application to language pedagogy), he proceeded to illustrate his presentation with errors he had collected from L2 learners of French. These examples served to demonstrate different EA strategies (or HT strategies to use the previous speaker's term) in an incisive and sometimes amusing manner.

Prof. H. Seliger's (Department of Linguistics, Queen's College, Flushing, New York, U.S.A.) paper, "The evolution of error type in high and low interactors," looked at a more circumscribed area of EA, since it attempted to focus on the relationship between the interlocutory style of the learner and the type of error generated by the learner in conversation. According to Seliger's hypothesis, high-input generators (HIGs), learners who actively initiated and maintained conversations with native speakers of the L2, would produce longer L2 utterances than low-input generators (the reverse personality type from HIGs) and further, that HIGs would generate more overgeneralization errors in the L2 than LIGs--that is, they would rely less upon their own L1. Data was presented from the recorded English utterances of Persian, Greek, and Spanish learners, and both hypotheses were confirmed: HIGs produced sentences which were from twice to four times the length of the mean utterance length generated by LIGs; in addition, HIGs relied significantly less extensively on their L1 in the English sentences they produced.

Prof. E. Glahn (Kobenhavns Universitet, Institut for Matematisk, Kobenhavns, S. Denmark) contributed the next paper, "Introspection as a method of elicitation in interlanguage studies," and continued with the theme of EA, but by examining the learner's introspective reports of what was transpiring during language acquisition. In doing this, she provided the participants with a new and interesting source of data. Acknowledging from the outset that introspection is both "difficult and fallible" (to quote James), Glahn tried to control for irrelevant and inaccurate subjective reporting by her subjects, and her experiments on the acquisition of grammatical structures in the L3 and in the communicative strategies employed in order to retrieve forgotten L2 words and phrases appeared to support the findings made by more conventional models of L_2 EA.

The final paper by L. Selinker (ELI, University of Michigan, Ann Arbor, Michigan, U.S.A.) and J. Lamendella (San Jose State University, San Jose, CA, U.S.A.) was an appropriate conclusion to the day's session, for not only did it offer a model within which the data and the conclusions of the preceding papers could be comfortably accommodated, but, more importantly, it attempted to present a framework for future research. At the very least, this presentation scored an important achievement for most of the participants to the Congress; it allowed them to observe directly that there are two prominent American applied linguists--Seliger and Selinker, and it is important to recognize the difference between them, despite the consternation it may cause proofreading editors and tongue-tied linguists! Selinker and Lamendella's paper, "Updating the interlanguage hypothesis: a neurofunctional perspective," was an ambitious enterprise, and the accompanying handout alone was formidable enough for the audience to digest. The authors had constructed the paper with care, however, and did an excellent job of illustrating their complex model in the brief time they had available. By walking through their outline using the example of a hypothetical language learner, they demonstrated how the development of neurofunctional and macrobehavioral systems can account for the manner in which an individual attempts to deal with the new--in this case, an L2, in terms of what is given--the sum total of the individual's genetic and environmental experience.

For those of us who were fortunate to attend these presentations, there was the healthy feeling that language acquisition research can be both interesting and productive and that it represents a salubrious mix of empirical data-gathering and theoretical model-building. Both psychology and linguistics can only stand to gain from efforts such as these!

(4) TESL Association of Ontario: Twelfth Annual Conference for teachers of English as a second language (The Sheraton Centre, Toronto, Ontario, Nov. 2-4, 1978)

Speakers: Joshua Fishman, Lilian Butousky, Thomas Scovel, Mary Ashworth and Bernard Spolsky.

The conference included paper presentations, demonstrations, workshops, panels and publishers' displays. Of interest to persons involved in all levels of ESL. Address: Conference Coordinator, TESL Association of Ontario, P.O. Box 7014, Station "A", Toronto, Ont., M5W 1X7.

(5) Conference on French Language Instruction: (Ontario Institute for Studies in Education, Toronto, Ontario, Sept. 22, 23, 1978; Registration - $30.)

Position papers on a number of different topics related to French language instruction were presented and discussed. Topics included: Evaluation of French Instruction--Scholastic Effects, and Socio-Psychological Effects; Community Reaction to French Instruction; Evaluation of French Instruction--Cognitive Effects, and

Learning Disabilities; Teacher Training and Curriculum Development; and How to Start a French Immersion Program in your community. Address for additional information: Conference Office, OISE, 252 Bloor Street, W., Toronto, Ont. M5S 1V6.

(6) Canadian Association of Immersion Teachers (CAIT): Second Annual Conference (Queen Elizabeth Hotel, Montreal, Quebec, Nov. 2-4, 1978, $10.00)

This is the second year that this association has been in existence. Its first conference was held last year in Ottawa, Ont., and was extremely successful. Of interest to educators involved in second language teaching of the "immersion" type. This year's workshops included discussions of follow-up research on children graduating from the early immersion program (G.R. Tucker), children in immersion with learning difficulties (R. Doyle), social psychological aspects of second language learning (H. Edwards), music instruction for the non-specialist, basic and extended reading programs and teaching English in French immersion. Address for additional information: Mr. R. Tourigny, Secretary, CAIT, P.O. Box 8344, Alta Vista Post Office, Ottawa, Ont. K1G 3H8

(7) Canadian Parents for French: National Meeting (Palliser Hotel, Calgary, Alberta, Oct. 12-15)

CPF is an association of Canadian parents working toward the promotion of more and better French language programs in Canadian public schools. This year's conference featured research papers by Drs. S. Carey (U. of Alberta), J. Cummins (U. of Alberta) and D. Lamont, among others. Workshops were given on core and extended second language programs, late immersion, setting up second language programs and evaluation of SL programs. Address: Canadian Parents for French, Terminal P.O. Box 8470, Ottawa, Ont. K1G 3H6.

(8) Learning Another Language Conference: British Columbia Provincial Association for Childhood Education: (Vancouver, B.C., Sept. 22-23)

Speakers included Theodore Andersson (Texas), S. Shapson (Simon Fraser U.), R. Roy (U. of Alberta), and M. Ashworth, among others. Address: M. Knight, 11298 - 89th Avenue, Delta, B.C., V4C 3G1.

CANADIAN RESOURCES

A. JOURNALS

(1) The Canadian Modern Language Review/La revue canadienne des langues vivantes--CMLR, 4 Oakmount Rd., Welland, Ontario L3C 4X8. Canada: $12.00; U.S.: $13.00; Overseas: $18.00.

"CMLR publishes literary, linguistic and pedagogical articles, book reviews, current advertisements and other material of interest

to teachers of French, German, Italian, Polish, Russian, Spanish, Ukranian and English as a second language at all levels of instruction."

This journal is of much interest to those interested in research on second language learning and teaching in Canada (see reference list for special issues of the CMLR on this topic).

(2) Canadian Journal of Education / Revue canadienne de l'education, CSSE, Faculty of Education, University of Alberta, Edmonton, Alberta T6G 2G5. Canada: $12.00, 4 times/year.

This journal occasionally publishes articles on second language instruction in Canadian schools; articles of both a research and non-research sort are published.

(3) Revue de la Société pour l'Enseignement de l'Anglais (Langue Seconde) au Québec (SPEAQ)/Journal of the Association for The Teaching of English as a Second Language in Quebec. SPEAQ, C.P. 298, Deux-Montagnes, Québec G7A 4K2. Canada: $12.00.

This journal publishes articles related to the teaching of English as a second language. While Quebec-based and having a French title, this journal should nevertheless be of interest to those in second language education outside Quebec and to non-French-speaking readers -- the journal is bilingual in French and English.

(4) Working Papers on Bilingualism/Travaux de recherche sur le bilinguisme. The Ontario Institute for Studies in Education, 252 Bloor Street, W., Toronto, Ont. M5S 1V6.

"WPB/TRB publishes articles in either French or English that present research or theoretical perspectives relating to the development and/or use of bilingual skills. Studies of second language acquisition, teaching and evaluation are naturally included in the scope of bilingual studies."

This publication is of considerable interest to people involved in second language acquisition from a theoretical/research point of view as well as from an applied/educational point of view.

B. RESEARCH CENTRES, TEST DISTRIBUTORS AND TESTS

1) The Modern Language Centre, 10th Floor, The Ontario Institute for Studies in Education, 252 Bloor St., W., Toronto, Ont., M5S 1V6, Director: H.H. Stern.

"The MLC is concerned with the theory and practice of second language teaching and learning. The main functions of the Centre are graduate studies, research, development and field services." A primary focus of activity in the Centre has been on intensive second language programs, such as immersion. Core or "regular" French programs are becoming of increasing interest. Some very useful test materials have been developed by this group and are available com-

mercially (see below).

A. Research in Progress

At the MLC, we are engaged in several studies on language teaching and learning in different types of classroom settings (e.g., normal French classes, immersion). We are also concerned with curriculum research and development for second language teaching. A handout briefly describing the projects is available from Sally Praskey, Secretary, Modern Language Centre.

2) International Center for Research on Bilingualism/Centre international de recherche sur le bilinguisme. Pavillon Casault, 6e sud, Université Laval, Québec, Québec G1K 7P4, Director: W. Mackey.

"The basic activities of the Centre include international and interdisciplinary research, documentation and publication on bilingualism, biculturalism and related phenomena." The Centre has one of the best libraries on bilingualism in the world -- an invaluable resource for people in the field.

3) Institut de recherches psychologiques, Inc., 34 ouest, rue Fleury, Montréal, Québec H3L 1S9.

The IRP is a commercial distributor of test materials in a number of languages, but primarily in French and English. A perusal of their test catalogues might be useful for people seeking language tests. Only authorized professionals can buy materials from IRP.

4) French Listening Comprehension Tests

These tests of listening comprehension are designed especially for use with children in French immersion programs; they may also be used with children in intensive French programs at the early grade levels. Separate test manuals for Primer (K) level and Level 1 include instructions for administering the test, tables of norms, and an answer key. Tapes for administering the tests (optional feature) are also available.

The tests take about 40 minutes to complete and consist of a choice of pictured answers to 45 items, divided into three sections - Words and Sentences, Questions, and Stories. Developed by H.C. Barik, 1976. Address: Publication Sales, O.I.S.E., 252 Bloor St.,W., Toronto, Ont., M5S 1V6.

5) French Reading Comprehension Tests

The Tests de Lecture battery is a set of reading comprehension tests in French, designed primarily for use in total early French immersion programs. (May be used with students in intensive French second language programs.) There are 4 levels of the test: 2,3,4,5/6. Each test consists of a number of passages followed by multiple-

choice questions. Passages vary in length and type of material treated. Address: See 4) previous page: French Comprehension Tests.

PUBLICATIONS

A. Books and Journals

Canadian Parents for French. What's what for children learning French: A Handbook for Parents. Terminal P.O. Box 8470, Ottawa, Ont., K1G 3H6, IN PREPARATION.

Harley, J. (Ed.). Other languages. McGill Journal of Education. Spring 1978, 13 (#2).

Hornby, P. (Ed.). Bilingualism: Psychological, social and educational implications. New York: Academic Press, 1977.

Mackey, W.M. & Anderson, T. (Eds.). Bilingualism in early childhood. Rowley, Mass.: Newbury House, 1977.

Mackey, W. & Beebe, Von N. (Eds.). Bilingual schools for a bicultural community. Rowley, Mass.: Newbury House, 1977.

Naiman, N., Fröhlich, M. Stern, H.H. & Todesco, A. The good language learner. Toronto: OISE, 1978.

Paradis, M. (Ed.). Aspects of Bilingualism. Columbia, S.C.: Hornbeam Press, 1978.

Stern, H.H. et al. Three approaches to the teaching of French. Toronto: Ontario Ministry of Education, 1976.

Swain, M. (Ed.). Bilingualism in Canadian Education. Canadian Society for the Study of Education. Yearbook 1976, Vol. 3.

Tucker, G.R., Lambert, W.E. & Rigault, A.A. The French speaker's skills in grammatical gender: An example of rule governed behavior. The Hague: Mouton, 1977.

In addition, special issues of the Canadian Modern Language Review: Complimentary copies of these issues are available upon request from The Editor, CMLR, 4 Oakmount Rd., Welland, Ont., L3C 4X8.

Bilingualism in education. CMLR, 1974, 31 (#2).

Attitude and motivation in second language learning. CMLR, 1976, 32 (#3).

Immersion education for the majority child. M. Swain and M. Bruck (Guest Editors), CMLR, 1976, 32 (#5).

Alternative programs for teaching French as a second language in Schools of the Carleton and Ottawa School Boards. B. Harley (Guest Editor), CMLR, 1976, 33 (#2). OUT OF PRINT.

Needs oriented language teaching. Roger Mareschal (Guest Editor). CMLR, 1977, 33 (5).

Language acquisition and bilingualism in education. S. Carey (Guest Editor), CMLR, 1978, 34 (#3).

B. Articles

Bialystok, E. Language skills and the learner: The classroom perspective. Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL), Mexico City, 1978. Available from the authors at the MLC, Ontario Institute Studies in Education.

Bialystok, E. The role of conscious strategies in second language proficiency. Modern Language Centre, OISE.

Bialystok, E. A theoretical model of second language learning. Language Learning, in press, 1978.

Bialystok, E. & Fröhlich, M. Aspects of second language learning in classroom settings. Working papers on Bilingualism, 1977, 13, 1-26.

Bialystok, E. & Fröhlich, M. Second language learning in classroom settings: The learning study - Year One. Toronto: Ontario Institute for Studies in Education, Modern Language Centre, 1977.

Bialystok, E. & Fröhlich, M. The aural grammar test: Description and implications. Working papers on Bilingualism, 1978, 15, 15-35.

Bialystok, E. & Fröhlich, M. Second language research and the classroom, TESL Talk, 1978, 9, 61-65.

Bialystok, E. & Fröhlich, M. Variables of classroom achievement in second language learning. Modern Language Journal, in press.

Bialystok, E. & Swain, M. Methodological approaches to research in second language learning. McGill Journal of Education, 1978, 13, 137-144.

Bruck, M. The suitability of early French immersion programs for the language disabled child. Canadian Journal of Education, in press, August 1978.

Bruck, M. Problems in early French immersion programs. To appear in What's what for children learning French. A publication of Canadian Parents for French.

Canale, M., Bélanger, M., Ituen, S. & Mougeon, R. Aspects de l'usage de la préposition POUR en français ontarien: interférence et/ou surgénéralisation? Working Papers on Bilingualism, 1977, 12, 61-78.

Canale, M., Beniak, E. & Mougeon, R. Acquisition of some grammatical elements in French and English by monolingual and bilingual Canadian students. The Canadian Modern Language Review, 1978, 34 (3), 505-524.

Chaudron, C. Teacher's priorities in correcting learner's errors in French immersion classes. Working Papers on Bilingualism, 1977, 12, 21-44.

Chaudron, C. A descriptive model of discourse in the corrective treatment of learner's errors. Language Learning, 1977, 27 (1), 29-46.

Clément, R. Motivational characteristics of francophones learning English: Predictive and descriptive aspects. Quebec: International Center for Research on Bilingualism, 1978.

Clément, R., Gardner, R.C., & Smythe, P.C. Motivational variables in second language acquisition: A study of francophones learning English. Canadian Journal of Behavioral Science, 1977, 9, 123-133,

Clément, R., Gardner, R.C. & Smythe, P.C. Inter-ethnic-contact: Attitudinal consequence. Canadian Journal of Behavioral Science, 1977, 9, 205-215.

Clément, R., Gardner, R.C. & Smythe, P.C. Persistence in second language study: Motivational considerations.

Cummins, J. Educational implications of mother tongue maintenance in minority language groups. Canadian Modern Language Review, 1978, 34, 395-416.

Cummins, J. Bilingualism and the development of metalinguistic awareness. Journal of Cross-Cultural Psychology, 1978, 9, 131-149.

Cummins, J. The cognitive development of children in immersion programs. The Canadian Modern Language Review, 1978, 34, 855-883.

Cummins, J. and Mulcahy, R. Orientation to language in Ukrainian-English bilinguals. Child Development, 1978, (in press).

Cummins, J. The cognitive development of bilingual children: A review of recent research. Indian Journal of Applied Linguistics, 1978, 4, (in press).

Cummins, J. and Swain, M. Bilingualism, cognitive functioning and education. Language Teaching and Linguistics Abstracts, 1979 (in press).

Cummins, J. Linguistics interdependence and the educational development of bilingual children. Review of Educational Research, 1979 (in press).

The Canadian Modern Language Review, 1978, 34, 688-694.

Cziko, G.A. The effects of language sequencing on the development of bilingual reading skills. The Canadian Modern Language Review, 1976, 32 534-539.

Cziko, G.A. Differences in first- and second-language reading: The use of syntactic, semantic and discourse constraints. The Canadian Modern Language Review, 1978, 34, 473-489.

Cziko, G.A., Holobow, N.E. & Lambert, W.E. Early and late French immersion: A comparison of children at Grade 7. Unpublished research report, McGill University, Department of Psychology, April 1977.

Cziko, G.A., Holobow, N.E., Lambert, W.E. & Tucker, G.R. A comparison of three elementary school alternatives for learning French: Children at Grades 5 and 6. Unpublished research report, McGill University, Department of Psychology, December 1977.

Cziko, G.A., Lambert, W.E., Sidoti, N. & Tucker, G.R. Graduates of early immersion: Retrospective views of Grade II students and their parents. Unpublished research report, McGill University, Department of Psychology, March 1978.

Desrochers, A. & Clément, R. The social psychology of inter-ethnic contact and cross-cultural communication: an annotated bibliography. Quebec: International Center for Research on Bilingualism (in press) 1978.

Edwards, H.P., Doutriaux, C., Fu, L. & McCarrey, H. Evaluation of the federally and provincially funded extensions of the second language programs in the schools of the Ottawa Roman Catholic Separate School Board (Research Report Submitted to the Ontario Ministry of Education, 1977), Dept. of Psychology, University of Ottawa.

Edwards, H.P., Doutriaux, C., Fu, L. & McCarrey, H. Evaluation of second language program extensions offered in Grades One, Two, Seven and Eight: The O.R.C.S.S.B. (Research Report Submitted to the Ottawa Roman Catholic Separate School Board, 1977).

Genesee, F. A longitudinal evaluation of an Early French Immersion school program. In press, Canadian Journal of Education, 1978.

Genesee, F. Acquisition of reading skills in immersion programs. Foreign Language Annals, in press, 1978.

Genesee, F. Is there an optimal age for starting second language instruction in school? McGill Journal of Education, 1978, 13, 145-154.

Genesee, F., & Hamayan, E. Individual differences in young second language learners. Instructional Services Department, The Protestant School Board of Greater Montreal, January 1978.

Genesee, F. & Leblanc, M. A comparative evaluation of three alternative French immersion programs: Grades 7 and 8. Instructional Services Department, The Protestant School Board of Greater Montreal, January 1978.

Genesee, F., Lambert, W.E. & Tucker, G.R. Communicational effectiveness of English children in French Schools. Canadian Journal of Education, 1977, 2, 15-24.

Genesee, F., Lambert, W.E. & Tucker, G.R. An experiment in trilingual education: Report 3. The Canadian Modern Language Review, 1978, 34, 621-643.

Hamayan, E. Acquisition of French syntactic structures: Production strategies and awareness of errors by native and non-native speakers. Unpublished Ph.D. disseration, McGill University, Psychology Department 1978.

Hamayan, E., Genesee, F. & Tucker, G.R. Affective factors and language exposure in second language learning. Language, Learning, 1977, 27, 225-241.

Harley, B. & Swain, M. An analysis of verb form and function in the speech of French immersion pupils. Working Papers on Bilingualism, 1977, 14, 31-46.

Harley, B. & Swain, M. An analysis of the verb system used by young learners of French. Interlanguage Studies Bulletin, 1978, 3 (1), 35-79.

Kaufman, D. & Shapson, S.M. Overview of secondary and post-secondary French immersion: issues and research. The Canadian Modern Language Review, 1978, 34, 504-620.

Lapkin, S. & Swain, M. The use of English and French cloze tests in a bilingual education program evaluation: Validity and error analysis. Language Learning, 1977, 27 (2) 279-314.

Lightbown, P.M. Consistency and variation in the acquisition of French. Unpublished doctoral disseration, Teachers College, Columbia University, 1977.

Lightbown, P.M. French L2 learners: What they're talking ABOUT. Language Learning, 1977, 27, 371-381.

Lightbown, P.M. Question form and question function in the speech of young French second language learners. In M. Paradis (Ed.), Aspects of Bilingualism, Columbia, S.C.: Hornbeam Press, 1978.

Lightbown, P.M. & Barkman, B. Interactions among learners, teachers, texts, and methods of English as a second language: Progress Report 1977-78. Report submitted to Dept. of Secretary of

State, Ottawa.

MacNamara, J. Comparison between first and second language learning. Die Neuern, Sprachen, 1976, 75, 175-188.

MacNamara, J. Cognitive strategies of language learning. In W.F. Mackey & T. Andersson (Eds.), Bilingualism in early childhood. Rowley, Mass.: Newbury House, 1977.

MacNamara, J., Horner, S. & Svarc, J. Attending a primary school of the other language in Montreal. In A. Simoes (Ed.), The bilingual child. New York: Academic, 1976, 113-131.

Mougeon, R. Canale, M. & Carroll, S. Acquisition of English prepositions by monolingual and bilingual (French/English) Ontarian students. In F. Eckman (Ed.), Proceedings of the 6th Annual University of Wisconsin-Milwaukee Linguistics Symposium. Rowley, Mass.: Newbury House, in press.

Painchaud-Leblanc, G. Etude comparative des fautes commises par deux groupes d'adultes apprenant le francais, langue seconde. Université de Montreal, Faculté des Sciences de l'Education, 1978.

Savard, J.G. Bibliographie analytique de tests de langue/Analytical Bibliography of Language Tests. Québec: Presses de l'Université Laval, 2e édition, 1977, 570 p.

Shapson, S.M. & Kaufman, D. Overview of elementary French programs in British Columbia: Issues and research. The Canadian Modern Language Review, 1978, 34, 586-603.

Stern, H.H. Bilingual schooling and foreign language education: Some implications of Canadian experiments in French immersion. Paper presented at 29th Annual Georgetown Round Table Meeting on Linguistics and Language Studies, Washington, D.C.: Georgetown University, March 1978.

Stern, H.H. French immersion in Canada: Achievements and directions. The Canadian Modern Language Review, 1978, 34, 836-854.

Stern, H.H. Language research and the classroom practitioner. The Canadian Modern Language Review, 1978, 34, 680-687.

Stern, H.H. The formal-functional distinction in language pedagogy: A conceptual clarification. Paper presented at A.I.L.A. Conference, Montreal, August 1978.

Swain, M. Future directions in second language research. In Proceedings of the Los Angeles Second Language Acquisition Forum, ESL Section, UCLA, 1977, 15-28.

Swain, M. Bilingualism, monolingualism and code acquisition. In W.F. Mackey and T. Andersson (Eds.), Bilingualism in early childhood. Rowley, Mass.: Newbury House Publishers, 1977, 28-35.

Swain, M. French immersion: Early, late or partial? The Canadian Modern Language Review, 1978, 34, 577-585.

Swain, M. Home-school language switching. In J. Richards (Ed.), Understanding second language learning: Issues and approaches. Rowley, Mass.: Newbury House, 1978, (in press).

Swain, M., Dumas, G. & Naiman, N. Aspects of the learning of French by English-speaking five-year olds. In E. Hatch (Ed.), Studies in second language acquisition. Rowley, Mass.: Newbury House, 1977, (in press).

Trites, R.L. Children with learning difficulties in primary French immersion. The Canadian Modern Language Review, 1976, 33, 193-216.

Trites, R.L. & Price, M.A. Assessment of readiness for primary French immersion. University of Ottawa Press, in press, 1978.

Tucker, G.R. Can a second language be taught? In H.D. Brown, C. Yorio & R. Crymes (Eds.), ON TESOL 77. Washington, D.C.: TESOL, 1977.

RESUMES OF RESEARCH IN PROGRESS

E. BIALYSTOK (OISE, Toronto, Ontario, Canada)

Second Language Learning in Classroom Settings

This project, funded by the Department of the Secretary of State, and the Ministry of Education, Ontario, began in the fall of 1976 and is currently in its second year.

The first year of this study had three objectives: (1) to develop a model of second language learning which could provide a framework for empirical research; (2) to develop a methodology for second language research; and (3) to empirically examine some aspects of the model.

The model developed for the study examines the relationship between various kinds of information the learner brings to the language task and the types of responses permitted. The major assumption is that language performance is primarily contingent upon an intuitive mastery of the language; explicity known information does not usually intercede and affect linguistic responses. The identification of the occasions in which explicit information is invoked and the means by which that occurs is an important objective of the present study.

With regard to research methodology, the Aural Grammar Test was developed. This test was designed to assess a particular kind of linguistic competence. Students are required to identify grammatrical errors in isolated sentences presented on tape. Responses indicate the students' overall sensitivity to the formal aspects

of the language as well as differential ability to detect various kinds of errors. Further development of this test is in progress.

The major part of the work in Year One focussed on the empirical examination of some aspects of the model. The concern was to identify the individual factors responsible for classroom achievement, in terms of the model, the contingencies which underlie formal language performance required for classroom success. Four learner characteristics were examined for this purpose--language learning aptitude, motivation to learn foreign/second languages and attitude towards the target language and culture, field independence (a learning style), and the extent to which students reported employing the learning strategies of practicing, monitoring, and inferencing. These are conscious activities in which the learner may engage to improve his performance in the language. Practice is the deliberate exposure to the language arranged by the learner; monitoring is the conscious attention to form to improve output; and inferencing is the use of available information to hypothesize about the meaning of unknown material.

The study was conducted with approximately 160 high school students studying French as a second language at grades 10 and 12. The results indicated that the two factors consistently contributing to achievement on four criterion tasks were language learning aptitude and the use of the learning strategies. Attitude and motivation showed some small positive relationship to success but the effect of field independence was negligible.

The finding of primary pedagogical concern was the important effect of learning strategies on improving performance. Strategies became the central focus for the continuation of the project in Year Two.

Four experiments are being conducted to examine the conditions under which inferencing and monitoring can occur and their effects on performance. The first three experiments examine the role of inferencing in second language comprehension and production. Two of the three experiments will assess the effect of various cues on students' reading comprehension and performance on cloze passages.

The third inferencing experiment is designed to examine the production strategies used by two groups of language learners identified as high-inferencers and low-inferencers. In order to select an appropriate sample, second language learners will be given short learning tasks. Representatives of the extreme ends of the scale will be given an oral production task in which they are asked to describe a complex picture. It is expected that differences in the use of inferencing will be manifested in the type of language produced and errors committed.

The fourth experiment examines the role of monitoring and the conditions under which it can be employed. A revised version of the Aural Grammar Test is presented in six conditions which manipulate response time and the requirement for explicit detail. The intention is to determine the boundary conditions of time and detail under which monitoring is possible.

The results of the study in Year Two will contribute primarily to our understanding of the relationship between conscious and intuitive knowledge in language learning. Information of this type has important consequences for language pedagogy.

- M. BRUCK (McGill-Montreal Children's Hospital Learning Center, Montreal, Quebec, Canada)

1. The feasibility of early French immersion programs for children with language disabilities.

2. A comparison of children with learning disabilities who have remained in early immersion programs and who have switched to all English programs.

3. The development of an instrument to assess the young child's ability to understand and respond to the language that is used by the French immersion teacher.

4. The development of diagnostic reading and writing tests for assessing children in early French immersion programs.

- RICHARD CLÉMENT (Dept. of Psychology, University of Ottawa, Ottawa, Canada)

1. Francophones Learning English in Eastern Quebec

This study, involving 1200 grade 7, 9, and 11 students attending school in regions east of Quebec City, is meant to study second language acquisition among francophones who have little or no contact with anglophones. Indices of attitude, motivation, aptitude and achievement in English were obtained from the students. Preliminary analyses show that four factors are related to the individual's motivation: evaluation of the learning situation, threat to ethnic identity, anxiety and attitudes. A path analysis tends to confirm the mediating role played by motivation between individual and contextual factors and actual competence in the second language.

2. Orientations to Second Language Acquisition

This study is primarily meant to inventory and define various existing orientations to second language acquisition. While previous research has popularized the 'integrative' and 'instrumental' orientations, it is likely that other orientations can be found which will influence competence in a second language. Furthermore, orientations and their relative importance might vary depending on the ethnic background of the learner (i.e. French vs. English), the specific second language (i.e. French or English vs. Spanish) and the context of acquisition (i.e. unilingual vs. bilingual). The present study involves about 900 anglophone and francophone students from Ottawa, Quebec City and London (Ont.).

3. Integration and Assimilation: Social Consequences of Bilingualism

Still in the planning stage, this study will investigate the social factors which determine whether learning a second language results in the sharing of two cultures or loss of the first culture and language.

- J. CUMMINS (OISE TORONTO, ONTARIO, CANADA)

  1. Determinants of Second Language Learning in an Immersion Context

  The study aims to identify cognitive, linguistic and attitudinal determinants of L1 and L2 achievement of children from English, French and mixed French-English home backgrounds attending French-English bilingual programs in Edmonton, Alberta.

  2. Learning Problems of Immigrant and Minority Language Children

  Data on 500 immigrant children in Edmonton, Alberta, who were referred for psychological assessment will be analyzed in terms of (1) reasons for referral; (2) scholastic and cognitive test profile; (3) psychologists' observations and recommendations.

H.P. EDWARDS (Department of Psychology, University of Ottawa, Ottawa, (Canada)

1. Research continues on a longitudinal project started in 1970, funded by the Ontario Ministry of Education, to assess the progress of children enrolled in the immersion and extended French programs of the Ottawa Separate Schools, from grade one to eight. This project will terminate in 1979.

2. Concurrently with the above, because the Ottawa Separate School Board has recently introduced a bilingual program in the early elementary grades intended to replace the immersion program as the latter is progressively phased out, research is being conducted to appraise the relative progress of pupils in the bilingual and immersion programs.

- E. HAMAYAN AND C. LENGYEL (Bilingual Education Service Center, Arlington Heights, Ill., U.S.A.)

Characteristics of Teachers' Input Language in the Classroom

The language of teachers of English-speaking children learning French in immersion as well as teachers of French native speakers was examined in the classroom. The latter group included English-speaking children who were in a French school. First, third and fifth grades were examined. For both types of French classrooms, the frequency of occurrence of certain "teaching behaviors" is being examined in an attempt to systematically characterize the input language for second language learners in an immersion setting as well as the more natural setting where native speakers of the language are present.

- PETRA HAMMER (Athabasca University, Edmonton, Alberta, Canada)

Research on Cognates:

1. The English-French cognate dictionary is a word list of approximately 11,000 cognates, or words which are identical or similar in spelling and in meaning in two or more languages. To determine the frequency and utility of these cognates, they are rated with three French frequency word lists and an English one. It was found that approximately 2,000 cognates were rated with the French frequency word lists and approximately 5,000 with the English frequency word count.

2. The English-French cognate unit consists of seven lessons. The first lesson presents the essence of English-French cognates and their characteristics. Lessons two to six consist of the following: (i) a grammar section for learning some characteristics of the parts of speech, (ii) cognates illustrating the English-French cognate word-ending regularities to be memorized, and (iii) French excerpts for practising recognition of cognates. Lesson seven shows how the parts of speech previously studied are arranged in sentences.

3. What's The Use of Cognates? Is a cognate textbook intended for teachers, tutors or interested students. Part one presents a psychological framework for cognate study, part two highlights the extent of vocabulary similarities between the English and French languages, part three examines the experimental testing of cognates and part four deals with transfer of commonalities between related languages. Questions designed to stimulate further research are at the end of each section. Detailed references are also included.

- PATSY M. LIGHTBOWN (TESL Centre, Concordia University, Montreal, Quebec, Canada)

A Continuing Longitudinal Study of the L2 Acquisition of French by Two Boys Who Have Been Followed from Kindergarten through Grade 2.

The focus of this study has been on comparing linguistic form and language function and the ways in which learners compensate for their lack of knowledge of the target language by "stretching" the use of a few forms to cover many functions.

PATSY M. LIGHTBOWN AND BRUCE BARKMAN (TESL Centre, Concordia University, Montreal, Quebec, Canada)

A Longitudinal Study of ESL Development by French-Speaking Elementary and Secondary Students.

The long range goal is a comparison of aspects of classroom language with language used by students outside the classroom. Specific aspects of language under investigation includes -s morhemes, asking and answering questions, and contrasting uses of the

verbs be and have in French and English. In addition, more global aspects such as the extent to which contrastive analysis predicts and accounts for errors, native speaker strategies for talking with ESL learners, and the effects of formal instruction on learners' performance at different ages.

The first year of the study is nearing completion. During the first year, the major activities have been (1) the design and application of instruments for measuring and evaluating learners' language knowledge and language use, (2) the collection of a large body of classroom interaction data, and (3) the development of a categorization system for describing classroom interaction.

- STAN M. SHAPSON AND D. KAUFMAN (Faculty of Education, Simon Fraser University, Burnaby, B.C., Canada)

1. B.C. French Study (1976-1978; Co-Investigator D. Kaufman)
   Source: Secretary of State (Canada) and Ministry of Education (B.C.)

A two-year study of the elementary French (as a second language) programs in 25 school districts in Britsh Columbia. Data collected from teachers, administrators, parents, and students will include: background and descriptive information about the programs and their participants; classroom process activities; opinions of participants; student performance in French language skills; and student attitude development.

The products of the evaluation will include: (1) Individual Profiles for each participating district. (2) A provincial Summary Report providing results and trends throughout the province. (3) A Self-Evaluation Handbook to assist districts in conducting evaluations in the future. (4) A Research Monograph addressing itself to research questions in the area of Second Language learning.

2. Evaluation of Summer Language Bursary Program (1977-1978)
   Source: Council of Ministers of Education (Canada)

The Summer Language Bursary Program grants bursaries to post-secondary students across Canada who enroll in immersion studies in French or English as a second language. The study will (a) evaluate the attainment of the national objectives of the program and (b) investigate the relationship between various categories of variables and the attainment of the national objectives (regression analysis). The second year will involve experimentation with some of the most significant variables.

Tests, attitude scales, and questionnaires will be employed to collect information from students and instructors.

3. Evaluation of the Summer Immersion Program for Secondary Students from British Columbia (1977-1978)
   Source: Ministry of Education (B.C.) and Secretary of State (Canada)

In the Summer of 1977, the Secretary of State supported pilot summer French immersion programs for secondary students in four provinces. The purpose of evaluations associated with these programs is to gather systematic information to aid the Federal Government's decision of whether to institute a national program in the future. For purposes of experimentation the study was designed by randomly assigning B.C. students to an immersion program located either in Quebec (40 students) or in British Columbia (40 students). The objectives of this study are to: investigate the attainment of program objectives; to investigate the relative effectiveness of the program in a French-speaking setting (Quebec) vs. a non-French setting (i.e. B.C.); to investigate the relative cost of effectiveness of the program in the two settings; and to investigate long-term effects (students will be followed up 6-8 months after the summer program).

4. A Study of the Coquitlam Early-Entry Immersion Program (Ongoing Longitudinal Study)
   Source: Coquitlam School Board and Secretary of State

This is an on-going longitudinal study which is examining the effects of a French immersion program on two cohorts of students who entered the program in kindergarten several years ago. The study addresses itself to two main questions:

1) Does instruction through the medium of a second language have any harmful effects on native language skills? and

2) How beneficial is the program with regard to proficiency in French?

Each year, a report is prepared for the School Board.

- MERRILL SWAIN, LES McLEAN, ROSS TRAUB (Principal Investigators), RICHARD WOLFE (data systems and analysis), MICHAEL CANALE (Project Director), and NANCY VILLARROEL (Research Officer) (OISE, Toronto, Ontario, Canada)

French as a Second Language: Ontario Assessment Instrument Pool (a two-year project funded by the Ministry of Education, Ontario)

The main objectives of this research are (1) to contribute to the creation and operation of an 'assessment instrument pool' by gathering, assessing, and developing a variety of instruments, methods, and calibrated test items for use by the Ministry of Education in the evaluation of French as a second language programs in elementary and secondary schools in Ontario, and (2) to identify the advantages and disadvantages of using a functional approach to the teaching of French as a second language in core programs.

- RONALD TRITES AND ANNE PRICE (Department of Neuropsychology, Royal Ottawa Hospital, Ottawa, Canada)

Assessment of Readiness for Primary French Immersion

Two years of study of "Learning Disabilities Found in Association with French Immersion Programming" indicated that children who encounter difficulty in primary French immersion programs may have a specific learning disability characterized by a maturational lag in the temporal lobe regions of the brain. Biographical and background variables that may be related to success and failure in such programs were also identified in these studies. A three-year follow-up investigation was undertaken to identify a set of variables predictive of success or failure in primary French immersion programs. The first phase of the three-year study has been completed and the second phase is now in progress.

In the first phase, biographical and background information and teacher ratings were obtained for approximately 1,000 children in the spring of their English four-year-old kindergarten program. In addition, the Early Identification Assessment Battery which included measures of intelligence, readiness skills, language abilities and problem-solving abilities was administered to 200 of these children who were to be enrolled in French immersion five-year-old kindergarten in September of 1977.

The results of this first phase indicated describable patterns of differences for children entering different kindergarten programs (French immersion versus the regular English program) and among children entering French immersion. Differences were found in terms of family characteristics (e.g. socioeconomic status), preschool experience, parental attitudes toward the French language and parents' educational goals for children entering the two-school programs. Teachers were found to use informal criteria for recommending French immersion or the English program. The validity of these criteria are being assessed in the longitudinal study.

Individual differences in performance on measures of the Early Identification Assessment Battery were found for the 200 children assessed intensively. These measures, as well as Biographical and Background Information and Teacher Ratings, are being followed closely. Their predictive validity with regard to success in primary French immersion programs is being assessed against criterion measures of achievement in French and English obtained in 1978 in the Spring of five-year-old French immersion kindergarten. Further predictive data including teacher and parent ratings, background variables, measures of readiness, language abilities and problem-solving abilities were also obtained at the five-year-old kindergarten level. The children will be assessed again at the end of grade one (Spring, 1979) and the predictive validity of measures obtained earlier will be assessed against criterion measures of achievement in English and French.

SECOND LANGUAGE ACQUISITION IN THE MIDDLE EAST by Gregory James (BM-Box 5849, London WC1V 6XX, England)

General Observations

Research into second language acquisition in the Middle East is in its infancy. The tradition of second language teaching remains steadfast in its deep-rooted adherence to the study of literature, philology and traditional grammar-translation orientation. Slowly, very slowly, changes are beginning to take place. We note the experiments in Kuwait and Egypt, the introduction of new syllabuses in the Emirates, and the teacher-training campaign in Iraq. Unfortunately, as often in this part of the world, theory and practice do not coincide, and much of the language material is unsuitable for the classes for which it is intended. A vast gulf exists between modern cosmopolitan city life and the almost medieval existence of the villagers. Only in Iraq, as far as we have been able to ascertain, has any concerted effort been made to involve provincial teachers in the formulation and elaboration of teaching materials and appropriate methods of teaching them in their particular circumstances. In most of the countries we report on here, governmental policy is the provision of state textbooks to primary and secondary schools. In Iran, for example, the state textbook covers a seven-year course in English. We may note that research undertaken in the writing of this series of textbooks took little cognizance of the conditions prevailing outwith the major cities.

Some of the more sophisticated research into the nature of L2 acquisition elsewhere would do well to direct its attention to the conditions in which foreign languages are taught here, where overcrowded classrooms, lack of visual aids or mechanical teaching devices, outdated or ill-conceived textbooks, traditional folkloric creeds on teaching methods and general suspicion of innovation, under a searing and implacable sun for the majority of the year, are some of the daily constraints on any teacher's efforts to ensure his students' progress in foreign language learning. Moreover, a poor quality examination system and the lack of proper teacher-training in foreign language methodology have their effect in the classrooms. But the greatest obstacles to successful language learning and teaching are not only these. Other factors play their part: the lack of modern linguistic study available in the native languages of the countries concerned (Arabic, Persian, Turkish); the lack of modern linguistic study into these languages and the non-availability of such materials as do exist; the lack of motivation of the students and the lack of opportunities to use their foreign language outwith the classrooms; the obstacle of the different natures of the Roman and Perso-Arabic scripts (a problem not applicable to the Turkish situation).

*Editor's Note: The following report is based on responses to a questionnaire regarding research in various countries in the Middle East. No information is available for the following countries: Lebanon, Muscat, Oman, Qatar, Yemen.

In countries with a university tradition, the faculties are steeped in old methods based on philology and translation. Any modern research undertaken in the more progressive departments is undertaken in a foreign language. Very little research is available in the native languages of the area, and very little deals with these languages. For example, in north-western Iran, the native language of the majority of schoolchildren entering secondary school in Azarbaijani, a dialect of Turkish, for political reasons not fostered within the state of Iran. The children learn Persian, the national language, as a second language, but as their first written language. We have found no work in this field, nor many people willing to admit there even exists such a situation. What advanced work is being undertaken is rarely available to classroom teachers, who have to rely on ministerial directives, mostly concerned with the implementation of the examination requirements.

In the more isolated parts of the Middle East, contact with foreigners has been minimal, especially amongst the female population. Students who envisage no opportunity whatsoever for foreign travel cannot see any point in working at language acquisition: the best texts and the best teachers can do little in these circumstances. In the oil-rich states, more foreign influence is being felt, and if a student sees proficiency in English as a key to a lucrative position later in life, he will work at it. Some companies give incentive bonuses to employees who gain qualifications in English. From countries with officially-recognized multi-lingual populations, Lebanon, Israel, e.g., we have unfortunately received no information. For some reason, it is taken for granted by researchers and teachers alike that mastery of the Roman script takes place very early on in the language course, and that reading in Roman will follow naturally. Alas, if this were the case, much of the problem of motivation for learning would be solved. Even the best-intentioned students find a page of Roman typescript a daunting prospect, and their interest soon wanes. It is only rarely one may even see a teacher read a newspaper or magazine in Roman. The converse also applies. We have witnessed the initial enthusiasm of so many foreign workers and management here in their desire to learn the local language for social and work purposes, only to be made disconsolate by their inability to master the script. At their later stages of life, they want some written reinforcement of their oral acquisitions, but none is available except in the Arabic, Persian or Hebrew scripts. Even a mastery of typescript helps very little when faced with handwriting. We have conducted our own research into this important problem of language acquisition and suggested some tentative solutions (I.A.T.E.F.L. Newsletter, June 1977).

All in all, our report is rather negative. We nevertheless attempt to sketch the current situation: slow progress being made on all fronts by devoted teachers and researchers who deserve nothing if not the encouragement and admiration of those who live and work in privileged conditions in the West. Hundreds of thousands of students enter the foreign language classroom every day here: only a few emerge with any useful knowledge of the language being taught them, and fewer with any real understanding of the culture in which

the language evolved. The field is wide open for advanced research into the problems of mass teaching, reading, language and culture, etc. But, as Dr. Baskan remarks, "...since teaching English is a lucrative occupation it is extremely difficult to divert gifted and promising candidates from the teaching market to the trial and tribulations of the academic career."

Bahrain

There is no research, as far as we can ascertain, into second language acquisition in Bahrain. Clive Holes (c/o the British Council, Al Mathaf Square, P.O. Box 452, Manama, Bahrain) is conducting research into the sociolinguistic situation amongst the Arabic-speaking population of Bahrain with a view to defining the extent of linguistic differences between the members of the Shi'a and Sunna religious communities. There is a standardization of speech in the direction of forms which are not markedly associated with either sect. The effect of education, improved economic circumstances, increasing literacy (Arabic) on these regional/sectarian differences, and the formation of 'new' (non-sectarian) dialects which correlate more closely with socio-economic class rather than with religion will have a marked effect on the teaching of Arabic to non-native speakers in the future.

Iran

A rapidly expanding population has created the need for bigger and better universities and research facilities. Foreign language departments (notably English language) were originally established as literature-oriented units. The subject of linguistics, applied or otherwise, has always been considered esoteric. Recently (1974) the Empress Farah ordered the Ministries of Culture and Education to cooperate in an extensive effort to promote the teaching of Persian as a second or foreign language. The University of Teheran has developed a course in Persian language instruction for foreign residents, at three levels: elementary, intermediate and advanced, including reading and writing skills. (Centre for Teaching Persian Language and Culture, University of Teheran, Shahreza Avenue, Teheran.) However, the research reported here is into the acquisition of English by Persians. The Shah has noted in his autobiography (Mission for my Country, p. 245) the almost insatiable demand for English by his people, and there is a vast number of schools and institutes whose goal it is to teach English in Iran. Adrian Holliday (The British Council, 13 Aref Street, P.O. Box 896, Ahwaz, Iran) has written an advanced level report writing course for oil company employees, and has completed a paper describing the research and rationale behind the approach he has developed. The English Language Officer, Keith Jones, (The British Council, Ferdowsi Avenue, P.O. Box 1589, Teheran, Iran) is considerably involved with a number of schemes in teaching English as a foreign language, and with relations with the Ministry of Education. School textbooks in English, recently revised, are under revision again, but it is our contention that more and more research is needed into the requirements of the country's students and their motivation before satisfactory results can be achieved in this sphere.

Within the Departments of English in the universities, research into foreign language acquisition is beginning, but very little of this is filtering through to the country's teachers. Linguistics is a fledgling science, and texts are gradually being translated into Persian by eminent university personalities trained abroad. At the University of Teheran, Dr. Mohammed Reza Batani and others are engaged in a programme of translations into Persian of current linguistic research. Behrooz Azabdaftari (Director, English Department, Azarabadegan University, Tabriz, Iran) has completed a considerable amount of work on the teaching of English. Some of his research titles are:

1) A study of the problems of teaching English composition to Iranian senior high school students and suggestions for improving current practice.
2) A study of the relationships between knowledge of grammar and writing ability.
3) A study of the relationships between the student's performance in the receptive act of reading and the expressive act of writing.
4) A study of the relationships between the mastery of oral language and writing ability.
5) A critical analysis of the contrastive analysis propositions in teaching English to Iranian students.
6) A review of findings in linguistics that have significance for the teaching of the writing skill.

The last paper attempts to show how the extrapolation of insights of transformational grammar can aid learners to write mature compositions in English, especially in the process of sentence combination.

Iraq

On the teaching of any other language than English, we have been unable to obtain any information. Within the field of EFL research, however, several projects are in progress. At the Institute for the Development of Language Teaching in Iraq (IDELTI), Baghdad, Khalil Hammash and Brian Tiffen are engaged in research into curriculum reform in the school sector, involving the production of new textbooks and in-service familiarization courses for teachers. It is a feature of the courses that teachers are expected to take part in a 'snowball' campaign, where they are given a six-month course at the IDELTI, and then sent back to their own areas to conduct in-service courses for teachers in the provinces. This system is reminiscent of the Madras English Language Teaching Campaign (MELTC) of the late fifties and early sixties. (Information on the original campaign may be had from The Director, Regional Institute of English, 6A Cunningham Road, Bangalore, Karnataka State, India.)

The British Council in Baghdad is also involved in a number of research projects into the teaching of ESP. At the University of Mosul, College of Arts, a programme has been started for potential M.A. students who will train to become teachers of ESP. Graduates will be expected to produce dissertations and project reports in the field of applied linguistics.

At Al-Mustansiriyah University, Department of Foreign Languages, College of Arts, Jamila, Baghdad, Edward Y. Odisho is conducting research into phonology, interference and second language acquisition. Specifically, he has published an Introduction to the sound system of Arabic (Institute for the Teaching of Arabic to Foreigners, Al Mustansiriyah University, 1977) and several articles in Arabic on the teaching of Arabic pronunciation. His other work includes comparative studies of English and Arabic word stress and the teaching of particular phonological elements (the so-called 'emphatics' in Arabic, the uvular /q/, for learners of Arabic; voiced vs. voiceless plosives, stress and intonation, for Arabic learners of English).

Israel

At the Hebrew University of Jerusalem, there is a considerable amount of advanced research in progress in Applied Linguistics, under the direction of Andrew D. Cohen (the Director of the Centre for Applied Linguistics, Hebrew University). Professor Cohen (with Hilary Glasman, Phyllis Rosenbaum, Jonathan Ferrara and Jonathan Fine) has made a study of reading ESP (Reading English for Specialized Purposes: Discourse Analysis and the use of student informants, paper presented at the 12th Annual TESOL Convention in Mexico, April, 1978), investigating the role of the native English speaker, a specialist in a technical field, vis-à-vis the EFL teacher, and the problems encountered by non-native readers when faced with technical material in a specialized field. Cohen is also conducting research (with Edna Aphek) on "Easifying Second Language Learning" or students' second language learning strategies.*

For many years, the Israeli government has offered new immigrants intensive training in Hebrew through what is referred to as the ulplan system. Although a considerable amount of experience has accrued on the conduct of the ulplan programmes, little research has been undertaken into the programmes themselves. Raphael Nir, Shoshana Blum and Andrew Cohen (Centre for Applied Linguistics, Hebrew University), at the behest of the Ministry of Education, have conducted a survey of the ulplan system (Second Language Instruction: a focus on the Israeli ulplan, unpublished, 1978). The study had two principal aims: to describe the nature of instruction in intensive Hebrew classrooms, and to measure certain aspects of language learning achievement in such programmes. Preliminary findings suggest certain relationships between student characteristics and success at language learning.

Shoshana Blum-Kulka (Centre for Applied Linguistics, Hebrew University) has collaborated with Edward A. Levenston (Department of English, Hebrew University) in a research project into aspects of lexical simplification in the speech and writing of adult learners (Aspects of Lexical Simplification in second language learning, paper presented at AILA Conference, Montreal, 1978). Blum and Levenston are investigating, among other phenomena, void avoidance (the learner will tend to avoid words for which he has no precise equivalents in his L_1), morphological avoidance (the learner will prefer

*See report on AILA Conference, p.8, this issue.

the regular verb to the irregular verb), pejoratives (the learner will tend to prefer the combination of a negative plus a term of approval "not nice" to a single pejorative "nasty"), and cohesion (learners will differ from native speakers in their choice of cohesive items in discourse) amongst adult advanced learners of Hebrew. Israeli high-school students of English are also being investigated concerning lexical simplification, and the claim that this simplification contains basically universal processes. M.D.J. Mendelsohn (Centre for Applied Linguistics, Hebrew University) is undertaking research into the testing of intonation of non-native speakers (Problems in the testing of intonation of advanced foreign learners, forthcoming in Kielikeskusuutisia, Yvaskyla, Finland) and the assessment of tone in the intonation of non-native speakers. Other research currently in progress by Dr. Mendelsohn includes an investigation into the relationship of spelling errors to pronunciation difficulties of foreign learners, the progress or lack of progress of university students in a composition course and an experiment in inter-genre proficiency teaching. Dr. Mendelsohn has completed (with H. Kneller and B. Soferr) a language laboratory course (English for Israeli students) and has conducted research into the use of the language laboratory in language teaching (The Language Laboratory in the post-audiolingual era, forthcoming in Kielikeskusuutisia).

Raphael Geren (Chief English Inspector, Ministry of Education and Culture, Jerusalem, Israel) writes:

> The main work in Second Language acquisition in Israel is of course the learning of Hebrew by new immigrants.... As far as TEFL is concerned, English is a compulsory subject in the school curriculum from Grades 5 - 12 (ages 10-18); Grades 5 - 8 learn the language 4 hours a week and Grades 9 - 12 five hours a week. Under a programme of "timetable flexibility" recently introduced in Primary schools (where headmasters are able to add hours or introduce new subjects up to 20% of the timetable) nearly 50% of Grade 4 classes also learn English for 2 - 3 hours per week. We intend shortly to conduct research whether pupils beginning English in Grade 4 (age 9) show any achievement differences from pupil (sic) who began in Grade 5 (to be compared at the end of Grade 6 and at the end of Grade 8).
>
> The major teaching medium in the primary and intermediate Grades is INSTRUCTIONAL TELEVISION. These programmes are an integrated course whereby the weekly telecast is fully integrated with specially-written textbooks and guidance materials for teachers. Most teachers are specialist English teachers, graduates of the English Teacher-Training courses in Teachers' Colleges (where they study English subjects 15 hours a week for three years) or Universities; in addition, there is a relatively high proportion of native speakers of English among the teaching personnel in schools (i.e. new immigrant teachers from English-speaking countries) and also a large number of qualified new immigrant teachers of English from other countries, especially the U.S.S.R.

The aim of TEFL is (sic) Israel is - communication. All curriculum expectations, textbooks, didactic techniques, examination requirements, etc. are geared to this end and only approved if they fulfill this aim. Thus, speech activities are fostered at all levels (including a compulsory individual interview-type oral test and also a nationwide Listening Comprehension test given over the radio, both as part of the final matriculation examination), reading comprehension of factual material (e.g. newspapers) is also stressed, and functional grammar has replaced older formal exercises (thus, the matriculation examination contains only two specific Language tests - a Cloze test and an exercise wherein the examinee is asked to transform a given sentence into the question to which this sentence is the answer). The compulsory Reading programme for secondary schools is based almost entirely on modern British and American plays, short stories, poems, and non-fiction prose (mainly sociological essays); the older literature-orientated course including heavy doses of Shakespeare and Romantic poetry was dropped five years ago.

As a result of this communication-orientated curriculum, pupils are now much more motivated to learning English than they were in the past, and examination results now reflect this greater interest and desire to learn English. Among research and experimentation projects now under way are the following: teaching English to socially-disadvantaged pupils, teaching English for Specific Purposes, testing the Speaking and Listening skills, teaching English to young beginners (Grade 4 - age 9), and continuous ongoing research in Instructional Television.

The recently-formed "Everyman's University," based on the British "Open University," is now producing a programme of English for adults, based on the BBC series "People You Meet" (television) but with the addition of locally-produced textbooks, cassettes, etc. While most of the course is self-instructional, students are assigned a tutor who is in touch with them by telephone, is sent their assignments by post, and meets the whole group of students once every three weeks. It is too early yet to evaluate this programme, which aims to coach adult students for the External matriculation examination or for entry into the academic programmes of "Everyman's University."

Other adult programmes are at the various "Pre-Academic Centres" at universities (catering for non-matriculated ex-soldiers); every student at university is also required to attend courses in English.

Jordan

The only information we have been able to obtain from sources in Jordan is that of the research of Lewis Mukattash (Director, The Language Laboratory, Department of English, University of Jordan, Amman, Jordan) into the analysis of common errors produced by under-

graduates learning English.

Kuwait

Ali H.S. Hajjaj (E.L.T. Inspector General, Ministry of Educa- Kuwait), is conducting research into the nature and understanding of the term "function," and its application to ESP, in line with the general move in English language teaching towards the communicative approach. An attempt is being made to provide an insight into ESP through "surveying the areas of enquiry accepted amongst applied linguists as contributing to the study of language functions and the place they assume in discourse analysis (speech act, theory, presuppositions, cohesion) as well as speech events and other factors affecting our understanding of language." This approach will hopefully lead to formulating a working model to guide us in the study of discourse; examining existing ESP materials in the light of the proposed model as an attempt towards seeing how sensitive these materials are to the requirements of a truly communicative syllabus; analyzing scientific texts (specifically in physics) currently used in Kuwait University, as an exercise in the application of the model proposed; suggesting techniques for functional language teaching.

Nayef Kharma (College of Arts and Education, Department of English, Kuwait University, P.O. Box 23558/1173, Kuwait City, Kuwait) has recently completed the following papers:

1. "Motivation and the young foreign language learner" (English Language Teaching Journal, 31.2.1977)
2. "The foreign language learner in the secondary schools of Kuwait" (ELTJ, 32.1.77)
3. "Individualising reading: an experiment at Kuwait University" (forthcoming in the Bulletin of the Faculty of Arts, University of Kuwait)
4. (with Anthony Eyre) a 10,000 headword English-English-Arabic dictionary in print with the Librarie du Liban, Beirut, The Lebanon.

Dr. Kharma is also involved in a large-scale research project on the evaluation of common errors of students learning English, with an interpretation of the results of the findings of the experiments. Preliminary results are expected by the end of this academic year.

Tayseer Kilani, (English Language Supervisor, Ministry of Education, in Kuwait) is conducting research into the important factors governing the teaching of English in Kuwait. The Ministry of Education is experimenting with a new textbook course, based on the communicative approach. At present, the experiments are being carried out with young beginners, aged 10-11. The new material prepared by Longman for the secondary stages will be ready by the beginning of the next scholastic year for experimentation in the schools of the Ministry. The Ministry has also established an experimental Course/ Credit hour school to start at the beginning of 1978-9. A special local committee has been set up to prepare the English material to be used in that school.

Saudi Arabia

Very little information about the research currently under way in Saudi Arabia is available. English teaching is booming in Saudi Arabia, and a great number of highly-qualified teachers are engaged in this field in the schools and universities there. At the University of Petroleum and Minerals (English Language Institute, P.O. Box 123, Dhahran, Saudi Arabia), the Director, Hubbard C. Goodrich and his staff have been researching into the subject of efficient testing in English. Papers completed include:

1. "Distractor Efficiency in Foreign Language Testing."
2. "A Cloze Test Study."
3. "Cloze Difficulty in ESL."

Work in progress includes:

1. The Peabody Picture Vocabulary Test in ESL.
2. The Use of T/F Questions in ESL Testing.
3. Equitable Teacher Grades: An application of Z-scoring.

Turkey

As in Iran, traditional university language departments are entrenched in 19th century philological methods, and the people interested in modern linguistic research are those in foreign language departments. The Talim ve Terbiye Dairesi in Ankara is the Ministry of Education's Foreign Language Development Centre, which exists to coordinate the Council of Europe textbook writing scheme for the production of English, French and German textbooks for use in State Secondary Schools. At present, there is not a linguistics department as such, nor a chair of linguistics, in Turkey. Research and experiments are almost non-existent on a formal level. Moreover, since the universities are legally autonomous and independent of government intervention, there has formed over the years a hiatus and lack of rapport between the universities and the Ministry of Education. Nevertheless, a few pioneer attempts are being made in the field of second language acquisition. Özcan Baskan (B. Ciflik 12/3, Nisantasi, Istanbul, Turkey), heads a team of researchers at the University of Istanbul's Higher School of Foreign Languages, an institute established with its own English Department (apart from the traditional English Philology Department), which is mainly devoted to training future teachers of English, though Professor Baskan is attempting to enlarge the research team. So far a few experiments have been conducted within this department:

1. A contrastive study of stress in Turkish and English, with an investigation into the causes of errors: how much misplacement of stress in the pronunciation of English words is related to inherent structural interference on the part of the Turkish speaker, and how much is the result of basically faulty and erroneous reading habits.

2. An experiment concerned with the problem of the achievement of fluency in conversation. Professor Baskan contends that while students do not have the opportunity to speak the foreign language outwith the classroom, they all have the time to 'speak on paper.' He believes that writing dialogues strengthens the acquisition of conversational cliches and expression, and this passively quantitative accumulation will, in due course, be transformed into an

actively qualitative speaking practice.

3. Experiments have been carried out where students participate in a conversation lesson based on speaking "Turglish," a mixture of Turkish and English! Professor Baskan reports that the experiments "have proved to be immensely successful especially with those students who are too bashful to express themselves in a classroom situation." Professor Baskan contends that a student who starts with his native Turkish and gradually transfuses or transplants into it those English words and expressions he happens to remember at the time, will feel comfortable and confident enough to venture into fully-fledged English constructions and will overcome the inhibitions and self-consciousness involved in being forced to speak in a limited English, wholly.

During February, 1978, a three-day seminar was held in Ankara on the prospects of theoretical and applied linguistics in higher schools of learning in Turkey. The seminar and workshops discussed the problems facing teachers in Turkey in three sections: general linguistics and related fields; applied linguistics and foreign language teaching; linguistics in Turkish studies. Hitherto, Turkish studies have been of the more philological variety, but the University of Istanbul has been conducting work on the teaching of Turkish as a foreign language and has established a regular summer school for foreign learners of Turkish, for which materials have been specially written. The Türk Dil Kurumu, (Atatürk Bulvari 221, Ankara) (The Turkish Language Foundation), is the body responsible for the teaching of Turkish in Turkey.

Ahmet Koeaman (Department of English Language and Literature, Hacepttep University, Beytepe, Ankara), instructor in linguistics, has been leading a team of postgraduates in research in the last couple of years. His own research is into the contrastive study of tenses in English and Turkish. Other research projects in this department are:

1. Compound words in English and Turkish (by U. Demirezen).
2. A contrastive study of word-formation by affixation in English and Turkish (by C. Tosun).

The department has also held a seminar on the teaching of Nucleus, a widely-used EFL textbook.

Recep Songün (Director, English Department, Basic Sciences and Foreign Languages College, Ataturk University, Erzurum, Eastern Turkey) has undertaken an investigation into the motivations of students and teachers of English in his area. Erzurum, in Eastern Turkey, has very little contact with the European part of the country, and virtually no contact with foreigners bar tourists travelling to and from Iran overland. Dr. Songün concludes that in an area where English is not accepted as an important benefit, students do not prepare for their classes and merely want to pass their examinations (this does not necessarily mean understanding any English!). Students cheat in examinations, use cribs for their homework, do not bother to learn any of the material. 69% of his subjects vowed they did not like their English teachers, 72% complained of the difficulty

of English phonology, 82% said they never reviewed their lessons, 61% admitted to doing no English study during school holidays, 75% did not like their English classes; 74% said that they never used any English outwith the classroom. 4% considered they learned English because of the teaching received in their English classes, the rest in spite of the teaching. 7% liked their teachers' teaching methods; the rest lose interest and show undesirable and disruptive attitudes within the class. The students, in general, blame their textbooks, their teachers and their social conditions for their lack of progress in English. The teachers, on the other hand, admit not to planning the lessons in any systematic way and do not have any extra-classroom contact with the students. According to the majority of the teachers questioned, the first step in teaching English is to teach 'grammar.' Dr. Songün concludes: "After we have seen both the attitudes of the teachers and the students, we claim that, under present conditions, it is impossible to teach English or learn it in eastern Turkey."

The United Arab Emirates

The United Arab Emirates' University of Al Ain has only recently opened (1976), and research programmes hardly exist yet. John Kirkbright (Gulf Group International, P.O. Box 159, Sharjah, U.A.E.) is working on the production of materials for the teaching of Gulf Arabic to foreigners in the area. One of the most interesting developments in the U.A.E. at present is the introduction of a new English language syllabus based on a communicative approach (also under consideration by the Ministry of Education in Kuwait). This is being produced by Oxford University Press, whose Project Director is Simon Murison-Bowie (O.U.P., English Language Teaching for the Arab World, Walton Street, Oxford, U.K.).

The United Arab Republic (Egypt)

Linda Cansler Soliman (Chairman, Testing Committee, English Language Institute, The American University in Cairo, 113 Sharia Kasr El Aini, Cairo, Egypt) reports on the testing activities in languages as part of a continuing testing project which began in 1976.

Before entering the American University in Cairo (AUC) an applicant must go through an admissions procedure, one requirement of which is that (s)he perform satisfactorily on a battery of tests designed to measure English language proficiency, viz., the Michigan Test of English Language Proficiency (MP), the Michigan Test of Aural Comprehension (AC) and a thirty-minute written composition on varying topics. On a space available basis, some who satisfactorily complete the general admissions requirements but not the English, are admitted to the English Language Institute where they follow a programme of intensive English classes for one semester. Before ELI students (both graduate and undergraduate) may leave the ELI and enter the university as regular students, they must pass a battery of tests, a leaving battery (LB). The testing committee has been concerned with the improvement of the LB. Hitherto certain portions of the LB have had a deleterious effect on students' attitudes towards their classes, because students wanted teaching to be directed "to the exam." In

selecting alternatives to the subtests on the LB, the testing committee had three main considerations. First, the new tests should be consistent with the instructional objectives of the ELI. Second, there was to be an emphasis away from discrete point tests towards integrative type measures. Third, the new tests should possess face validity. To provide a comprehensive AUC alternate leaving battery of tests, divorced from any commercial test, is a long-term goal of the testing committee. Three experimental 'vocabulary' tests have been selected as possible alternatives for the vocabulary subtest of the MP: a multiple choice cloze test, an inflectional endings test; a guessing from context test. These three tests, on the bases of analyses performed last year and preliminary results for this year, have been shown to be good integrative measures of English language proficiency, in addition to satisfying the criteria of face validity and consistency with instructional objectives.

At the Audio-Visual Resources Centre of the same university, Salah Al Araby and his team have been researching for some time the use of audio-visual materials in language teaching. Much of their work has been published. Recently produced were the details of a course of introduction to certain cultural aspects of American life for prospective Egyptian students in the U.S.A. The team analysed the needs of the students, and developed a tape and slide course to supplement the language material which, it was discovered, did not always cover the cultural aspects of life in the country concerned.

CONFERENCE REPORTS

1978 TESOL CONVENTION by Jody Hacker (Coordinator of Instruction, Studies in American Language, Linguistics Program, San Jose State University, San Jose, CA, U.S.A.)

The 1978 Twelfth Annual TESOL Convention was held in Mexico City, April 4-9. A wide variety of workshops, colloquia, panels, mini-courses, papers, displays, and demonstrations were offered to almost 3000 conference attendees. The TESOL Convention Committee and MEXTESOL, the host, handled superbly some three hundred sessions plus social events and the organization of pre- and post-convention tours.

The convention program included offerings for students, administrators, researchers, classroom teachers, and linguists. Sessions were provided for special interest groups such as elementary, high school, college, and adult education. The workshops, colloquia, and papers covered topics in these areas: techniques and methods for classroom teaching, program development, types of teaching syllabi, language testing, English for specific purposes, research findings and their interpretation, psycholinguistics, sociolinguistics, second language acquisition, bilingual education, and English as a Foreign Language. A majority of sessions and papers were concerned, directly or indirectly, with second language acquisition and related areas--applied linguistics, classroom teaching, and research.

Questions regarding specific sessions, copies of the abstracts, or information regarding research reported on at the conference should be directed to the TESOL Central Office, 455 Nevils Building, Georgetown University, Washington, D.C., 20057.

The following is a conference summary, which reflects the opinions of the convention goers who responded to a post-convention questionnaire.* The questionnaire was used hoping to cull emerging trends in SLA and related fields--for you--the SLANT reader. The intent here is to provide a brief overview of the conference, to outline a few trends and changes, and to suggest areas in SLA that might be researched.

CONFERENCE SUMMARY

1.1 Trends in ESL - The new general trends in TESOL are away from linguistics as the basis for the organization of classroom teaching; movement is toward holistic learning. Trends are away from teacher-centered classrooms toward student-centered ones. Focus of all teaching activity and organization is now on the classroom--more specifically, on the learner--and how the learner learns. The kinds of questions being asked about a method or technique are: "Does it work?" "Is it relevant?" "Is it meaningful to the learner's immediate needs?"

As theory per se is shifted from the forefront, curriculum contains less prescriptive material. The researcher sees adaptation of research methodology in SLA. As the researcher studies learners' SLA strategies, the classroom teacher looks for practical application. This trend toward studies based on empiricism is helping to bridge the gap between researcher and teacher.

The applied linguist, the teacher, is increasing the use of the Notional-Functional (N-F) Syllabus, a statement of course content, sequence, and teaching techniques based on semantic notations and their functions. Pragmatics is moving farther forward; teachers are planning courses around realistic, achievable goals for their students in SLA. Practical communicative command of language is a primary goal for the classroom teacher.

A holistic approach to teaching SLA seems to be the overall trend. Theory and pragmatics are being tied together by researcher and teacher, by combining theory, practical knowledge, and functional classroom learning. Teachers no longer use one learning theory, but choose and blend from a wide variety of procedures and methods to provide meaningful language experiences.

1.2 SLA Research - Current SLA research is extensive and varied. Great interest is being shown in (1) interlanguage strategies, processes, and development; (2) child language acquisition; (3) class-

---

*This convention summary was compiled from the impressions and opinions of TESOL participants. Special thanks are extended to: Jim Kohn, San Francisco State University; John Lamendella, SJSU; Ellen Rosansky, SJSU; and Robert Weissberg, New Mexico State University.

room-centered research; and (4) research design. Researchers are studying strategies learners use, rather than strategies teachers use. More longitudinal studies are being reported on, rather than cross-sectional ones. Research reported on at the convention focused on: error analysis, order of acquisition of morphemes, motivational factors, testing, and L_1 and L_2 acquisition strategies.

Not all convention-goers were satisfied with the current research trends. Some felt that learning strategies, language learning and socialization factors, and language learning and personality tend to be more valuable for teachers than research in error analysis or the order of acquisition of morphemes.

According to both teachers and researchers, research is needed in these areas: (1) factors affecting adult SLA; (2) language planning, (3) language policy, (4) the role of the teacher in student-centered classrooms, and (5) studies of the effectiveness of Notional-Functional Syllabi.

The convention program supports the verbal consensus of the convention-goers that teachers and researchers are listening to each other. Researchers state a request to teachers for communication regarding the areas that need researching. Researchers also express concern that all research is expected to be directly applicable to the classroom. Teachers, on the other hand, want to persuade researchers to make their findings more available to teachers. Perhaps a clearinghouse for research papers is needed.

It was rewarding to see teachers, linguists, researchers, and administrators with such varied interests working together toward common goals. OLE!!

▷ PARTIAL LISTING OF CONFERENCE OFFERINGS RELEVANT TO SECOND LANGUAGE ACQUISITION

1. Colloquia on Classroom Centered Research (Allwright and Fanselow)
2. Colloquium on the Acquisition/Use of Spanish/English as First/Second Languages (Andersen, Hernandez, Dulay, Burt, Mace-Matluck, Schumann, Turner, Fuller)
3. Research Designs and Statistics for Second Language Research (Flahive, Perkins)
4. Learning Strategies and Student Participation Patterns (Hansen, Rottweiler)
5. Developing Strategies for Understanding Lexis Through Context and Discourse (Rivers, Best)
6. ESL and EFL Learning: Similar or Dissimilar? (Fathman)
7. Transfer Errors and Language Typology (Schacter and Rutherford, Watabe)
8. Motivation and Attitude: A Snapshot (Buckingham)
9. A Communicative Approach to Relative Clauses (Heringer)
10. A Multiple-Choice Cloze Test of English Sentence Connectors (McLean, Natalicio)
11. Mother Tongue Interference in Advanced Learners of ESL (Sheen)
12. Teaching Writing Through the Use of Communicative Objectives (Weiner)

13. Controlled Composition vs. Other Approaches (Raines, Byrd, Taylor, Van Syoc)
14. Introducing Teachers to Language Learning Research (Scovel, Bruder, Schachter)
15. Three Options for Language Teaching (Gattegno, Racle, Winitz)
16. Research and Testing Methods in Evaluating Second Language Proficiency (Burt, Clark, Dulay, Hanzeli, Hernandez, et al)
17. Colloquium on English for Special Purposes (Cohen, Anderson, Flahive, Gonzales, Lackstrom)
18. Colloquium on Standard English as a Second Dialect (Allen, Eves, Farrell, Sams, et al)
19. TESOL and Language Variation (Preston, Shuy)
20. Applied Linguistics (Palmer)
21. TESOL Standing Committee Meeting (Swain - Research Section Chairman)
22. C-L/CLL: An Experiment in Second Language Learning (Ryan)
23. Social Factors Affecting the Acquisition of Second Language Dialects (Beebe)
24. Syntax Ordering for First and Second Language Learners (Serapiglia)
25. Selected Affective Variables and Acquisition of ESL (Flores)
26. Classroom Techniques for Developing Reading Strategies (Borgman, Figueroa and Tapia)
27. Cognitive Strategies in the ESL Classroom (Kierstead and Dias)
28. Goof Analysis for ESL/EFL Teachers (Hendrickson)
29. Hesitation and Speech Correction Behavior in Second Language Learners (Seliger)
30. Error Analysis and Acquisition Hierarchies (Hartford)
31. Fossilization in Interlanguage Learning (Selinker and Lamendella)
32. Acquisition of Indirect Requests in ESL (Flick and Carrell)
33. Perception and the Second Language Learner (Gass)
34. Order of Acquisition vs. Dynamic Paradigm (Heubner)
35. Second Language Learners' Strategies for Assigning Anaphoric Relationships (Cowan)
36. Successful Adult ESL Acquisition (Rosansky)
37. Pragmatics: Assertion and Presupposition in First/Second Language Acquisition (Carrell)

THE FIFTH ANNUAL CONFERENCE OF THE ISRAELI ASSOCIATION FOR APPLIED LINGUISTICS, TEL AVIV UNIVERSITY, JULY 2-3, 1978: A BRIEF DESCRIPTION OF PAPERS PERTAINING TO SECOND LANGUAGE ACQUISITION, by Andrew D. Cohen (Director, Centre for Applied Linguistics, The Hebrew University of Jerusalem, Israel)

About 250 people attended this conference at which over 30 people presented papers or participated in round-table discussions. The three broad topics were the acquisition of Hebrew as a native language, translation (an area of active professional concern in Israel), and second language teaching (Hebrew)/foreign language teaching (English). I will report briefly on six of the presentations from the L_2 sessions.

Andrew D. Cohen (Centre for Applied Linguistics, Hebrew University) and Edna Aphek (School of Education, Hebrew University) reported on a sub-study of a study they are conducting on the "easifying" of

second language learning. The study in its entirety (reported on at (AILA, '78) looked at vocabulary learning over time and specifically at the use of associations, organization of notebooks and techniques for studying for exams, communicative strategies used for speaking in the classroom, and test-taking strategies. The subjects were American college students on a six-month study program in Jerusalem. Their presentation at this conference focused on the learning of vocabulary over time. The investigators found that when left to their own devices in learning new vocabulary in class from a text, students mostly just memorized the words. But when they made associations, they made a number of types of associations, and they tended to be successful at retaining these words over time, as demonstrated through performance on six tasks involving contextualized recall or lists, spanning 100 days. Success at association was not found to be related to class level, individual student proficiency, or degree of contact with the words out of class. It was also found that if the teacher supplied associations, the students would not automatically use these associations, and if they did, they were not necessarily successful at retaining the words. (The report on all phases of the research will be submitted to ERIC).

In "Discourse Analysis and Reading Comprehension," Shoshana Blum-Kulka (Centre for Applied Linguistics, Hebrew University) reported on a taxonomy for interpreting the results on cloze tests in terms of discourse at both the macro and micro levels. The taxonomy was developed in consort with Raphael Nir, through analysis of deviant answers on Hebrew cloze tests used in a study of intensive Hebrew teaching in Israel (Nir, Blum-Kulka, Cohen paper at AILA '78). The presentation discussed this taxonomy with reference to a sample cloze test from the research project. The researchers found that distinguishing acceptability from type of deviation helped to group wrong answers into those representing lack of comprehension from those indicating lack of linguistic knowledge. Acceptability referred to errors at the micro level (grammatical or semantic/lexical) and at the level of macro context (grammatical cohesion, semantics, register). Type of deviation was judged by comparing the wrong answer with the original item in the text. Errors were classified as grammatical (morphological or syntactic) or lexical/semantic. Based on the split between acceptability and type of deviance, then, the researchers suggested two more categories: levels of misunderstanding (text understood in spite of unacceptable form, student did not understand the micro context, student did not understand the macro context) and problem of linguistic competence (i.e., the specific syntactic or semantic problem indicated by the wrong answer).

Naomi Graetz (EFL Department, Ben Gurion U. of the Negev, Beersheva) in "Skimming and Scanning for University Students of English as a Foreign Language," reported on an experiment to determine whether three months of intensive practice in skimming and scanning would significantly increase reading efficiency and overall reading comprehension among college-level EFL students in Beersheva. The conclusion was that extra training in skimming and scanning had no negative effects and perhaps helped. But actually the non-experimental groups performed best in tests of general reading comprehension. The researcher offered several explanations for this apparent discrepancy.

In "The Teaching, or non-Teaching, of Vocabulary Items in the Learning of English as a Foreign Language," Nelson A. Berkoff (EFL Department, Hebrew University of Jerusalem) reported on a study investigating the value of using cloze to introduce new vocabulary items in context without explicitly teaching them. He found that initial presentation of a new text in the form of a cloze did not assist either in understanding or in vocabulary learning. On the other hand, the more traditional approach of explaining vocabulary before reading a passage was found to assist understanding and vocabulary learning among the Hebrew University EFL student participants.

David Mendelsohn (Director, Language Laboratories, Centre for Applied Linguistics, Hebrew University of Jerusalem, and Teacher with the English Department), in "The Language Laboratory in the 80's," examined the various possible uses that could be made of a language laboratory in the post-audiolingual era. He views the lab as an aid in learning a second language, particularly in practicing dialogs as opposed to structural drills and in the presence of a trained specialist who is available for consultation and checking of the student's work (e.g., in acquiring correct pronunciation). Furthermore, it was suggested that the language lab could be used for teaching different genres in literature, for teaching second language reading comprehension (especially of technical material coupled with exercises, such as multiple-choice items), and for teaching dead languages.

In "What is the Ideal Age for Learning a Foreign Language?" Edna Aphek (School of Education, Hebrew University of Jerusalem) offered a general review of the research on the ideal age for starting instruction in a second or foreign language, dealing with works from Lenneberg to Lamendella. She preferred the notion of a "sensitive" period to that of a critical one, and considered it more important to consider issues such as the intensiveness of training, the type and extent of follow-up, the students' motivation, and other variables, as opposed to age.

"BILINGUAL AND BICULTURAL ADJUSTMENT" - AN ACCOUNT FOR A COORDINATED PAPER SESSION AT THE XIXth INTERNATIONAL CONGRESS OF APPLIED PSYCHOLOGY, MUNICH 1978 by Lars Henric Ekstand (University of Lund, Malmö, Sweden)

Language learning - of native languages as well as second languages - is more and more becoming an interdisciplinary field. Therefore, psychologists appear at congresses of linguistics and linguists appear at congresses of psychology. At the International Congress of Applied Psychology held in Munich July 30 - August 5, 1978, a so-called coordinated paper session with the title "Bilingual and Bicultural Adjustment" was arranged by the present author. All of the papers presented had a bearing on language learning, primarily second language learning.* The session was chaired by Dr. Stanislav Dornic of the

*Editors Note: One paper, "Cognitive Development in the Acculturation of Migrant Children: The Role of Training in the Assessment of Learning Ability," by Elke Kröger (University of London) was omitted from this discussion because it did not report directly on research in language acquisition.

Psychological Laboratories, University of Stockholm.

The first paper "Linguistic Behavior and Adjustment of Immigrant Children in French and English Schools in Montreal" was presented by Dr. Joti K. Bhatnagar, Chairman of the Department of Education of Concordia University in Montreal. He studied 171 English-speaking immigrant children and 174 native children, all from English-language schools, as well as 102 immigrant and 102 native French-speaking children in French-language schools, all situated in the North-East part of Montreal. The children were studied with respect to academic achievement, achievement in English/French, fluency of spoken English/French, participation in sports and recreation, interaction with peers, popularity among peers, class participation and overall social and personal adjustment.

Contrary to popular notion, bilingual children did significantly better than monolinguals. This general trend of findings held for all interactions between variables. The results are taken to support the concept of multiculturalism and its applications to education and other fields of society.

The second paper, "The Interaction of Age and Social Factors in Second Language Learning," was presented by Judith Chun, Stanford University, California. She presented a preliminary analysis of 26 English speakers learning French, primarily in a natural setting, within the age range 6-41. At analysis, the subjects were divided into three age groups: 6-12 (N = 16), 13-17 (N = 7) and 18-41 (N = 3). They were tested with respect to comprehension, elicited production, story telling and translation. In addition, a nonverbal intelligence test and a battery of attitude and motivation measures, based on those previously used by Lambert and his co-workers, were administered. Interviews were conducted with the teachers of the school-age children in order to ensure evaluations of the children's progress in French and of their social integration.

In analyzing responses to the storytelling task, Chun compared performance on a number of measures, both objective (number of utterances, words/utterance, verbs/utterance, verbs/words, errors) and subjective (teacher ratings, and native speaker ratings of grammar, vocabulary, fluency, pronunciation). An analysis of variance showed significant differences between groups on only a few of the measures. Furthermore, though there was generally a decline with age on scores on most of the objective measures, there was a "teen ceiling" on most of the subjective measures.

Chun interpreted her findings as lending some support to both the "biological" and "affective" arguments for age differences, but raised the possibility that the different types of social interaction for different age groups might be a factor in differences in proficiency for the different groups since a different set of independent variables correlated with proficiency in each of the three groups.

It is a bit difficult to get a comprehensive picture of the results in a preliminary analysis such as this. The small number of subjects in Chun's study makes interpretation of the findings very

difficult. Furthermore, only significant correlations were reported. I would like to see a "symmetrical" presentation of the outcome before I present any evaluation of her study. The quality of the data collection makes one look forward to such a comprehensive presentation of results.

The third paper was one of my own, with the title "Sex Differences in Second Language Learning and Brain Research." The paper first summarizes the results of four reviews of research on cognitive sex differences and concludes that the popular view of girls' verbal superiority is being challenged and as a result has become more nuanced; that differences often are small and inconsistent and none of the reviews mentions sex differences in L_2 learning. Turning to this latter kind of differences, a review of studies reveals that differences sometimes do occur, sometimes do not, and when they do, they are always in favor of the girls. However, sex differences are always obtained as a by-product in studies which usually focus on other main objectives. No attempt to explain how these differences relate to other variables or their basic mechanisms seems to have been done.

The fourth paper was again one by the present author, instead of a presentation by Catherine Snow, who was unable to attend the Congress. This paper had the title "Towards an Integration of the Optimum Age and the Developmental Theories in Second Language Acquisition." The author has depicted various theories concerning the best age for learning a second language into developmental curves from birth until some time after puberty.

In addition to the plasticity theory (Penfield and Roberts), a number of other theories such as the critical period, automatic acquisition and matrix theories of Lenneberg, the thalamus theory of Walz, the conditioned-conceptual learning theory of Anderson, the lateralization theory of Lenneberg, a number of psychoanalytical theories, etc. have been drawn on the basis of the verbal predictions of these theories. All these theories assume an optimum some time before puberty, followed by a drastic decline around puberty.

As an alternative theory the author presents a curve according to which second language learning ability increases with age up to and even after puberty, according to general cognitive development. Age curves for a number of second language tests obtained for a large group of immigrant pupils were presented, supporting the alternative theory of Ekstrand and seemingly falsifying the strong versions of all the optimum age theories. However, an important modification is introduced by the finding that there is a slight optimum at around age 4-5, then there is a plateau and even a decline around age 6-7. At 8, the ability is again at the level of the early optimum and at 9 the ability has surpassed that of the early optimum. After 9, the curve steadily rises, in contrast to the optimum age theories and in support of the alternative theory.

The results are interpreted in terms of the thalamus theory which is based on the existence of lateralized speech functions in the thalamus, particularly concerning accent and grammar. The thalamus is fully developed by the age of five. Other research indicates

that children who learn a second language may become nativelike in their second language if it is learned before five, otherwise not. It is concluded that early bilingualism is desirable, especially for immigrant children; hence, modern language programs should start around the age of nine or around the age 3 - 5. There is nothing to be gained by starting at the plateau at 6 - 7.

The fifth paper was a joint study by Professor Ronald Taft of Monash University, Clayton Victoria, Australia, and Marian Bodi of the same university. The paper was presented by Professor Taft and had the title "Factors Determining the Relative Language Skills in Bilingual Russian Immigrant Children in Australia." The language shift of 29 children who knew little or no English when they started the first grade was studied by means of language and attitude tests as well as attitude instruments in grades 3 and 4, i.e. ages 8 - 10.

By the time of testing, 18 out of the 29 children (15 girls and 14 boys) were superior in their English language skills as compared to Russian. In the case of the boys, they were almost completely dominant in English, while the girls were about equally balanced. Only on a test of word association fluency were they still considerably more competent in Russian than in English. Most of the children preferred to speak English rather than Russian to most people, particularly their older siblings, except to their parents, relatives and priest. There was no relationship between relative competence and language preference or their or their parents' attitudes towards their Russian and Australian identity, or between competence and attitudes towards learning English or towards acculturation. It is interesting to note that the finding of a lack of relationship between language preference and the attitudes of the parents and children checks with Australian studies on language maintenance, according to which there seems to be no relationship whatever between language preference and the attitudes towards language maintenance of the particular ethnic group.

This study poses a number of questions, such as the reasons for the sex difference, the time it takes from the start of the language shift until the L_2 becomes nativelike, whether, in fact, it ever does so, if the language shift is in any respect advantageous or disadvantageous for the academic achievement or mental development of these children as compared to indigenous children.

The sixth paper was Daniel A. Wagner's (University of Pennsylvania) "Bilingualism and Cognitive Development in Children." The paper was a review of and an attempt to make a synthesis of the research so far on bilingualism and intelligence. Wagner starts with the view that lower I.Q. scores among bilinguals were explained by some sort of "deficit" due to bilinguals having learned two languages instead of one.

The reviews from the fifties and sixties seemed to indicate that bilinguals were inferior in verbal tests of intelligence while the evidence from non-verbal tests was more ambiguous, sometimes indicating equality in intelligence, sometimes even superiority for bilinguals, but sometimes also inferiority. Methodological problems typically plagued these studies, such as the difficulty of defining and determining degree of bilingualism, or the inability of standardized tests

of intelligence to reveal the actual mental processing of the person tested.

More recent research suggests that bilingualism does affect cognitive processes so that bilinguals of varying sophistication process and store information differently. Several theories of cognitive development suggest differences in development between mono- and bilingual children. Wagner interprets these findings as indicating a greater degree of flexibility in bilingual individuals which would facilitate problem-solving and abstract thinking. On the other hand, there is also evidence indicating that such advantages may disappear with age.

In sum, the author believes that it is possible to make a fairly strong case of the positive consequences of "balanced" bilingualism.

The last paper was presented by Johan M. Wijnstra from the University of Utrecht, Holland. The title was "Education of Children with Frisian Home Language." The paper starts with a presentation of schooling models in multilingual regions. Six different models, presented as diagrams, show various combinations of the native language as a subject or a medium of instruction and the home language as a subject and a medium of instruction.

In 1972 the Project Friesland was set up with the aim of determining the level of oral proficiency in Dutch and the school success of children with Frisian as a home language, in various teaching models.

Four groups of children (total N = 250) were studied. There were two groups with Frisian as a language in kindergarten, one of which went to bilingual primary school in grade one, the other to monolingual primary school. There was also a Frisian group with Dutch as kindergarten language and a Dutch group from the countryside outside Utrecht.

From the beginning of the longitudinal study and onwards, the four groups were comparable with respect to verbal and non-verbal intelligence. In the language tests there are fairly large discrepancies in grade one, which diminish considerably by the end of grade four. Some shifts occur during the four years. It would appear that the children with bilingual schooling are slow in increasing their Dutch skills in the beginning, but often end up as the best group, sometimes superior to the Dutch control group. All differences in grade four are small, however.

In mathematics the Utrecht children (Dutch control group) begin to score higher than the Frisian children and by the end of grade four this difference is considerable. The author can offer no explanation for these results.

The author concludes that the data from Friesland suggest that schooling model and linguistic background have a minimal influence on school success, provided that other important factors, such as SES are adequately controlled.

As a general comment, it appears that careful research, such as has been demonstrated in several of the papers of the symposium, often yields results contrary to popular beliefs or political arguments. It would appear that such a circumstance should be a strong warning for all those who spread rumours and popular beliefs in the debate without checking the factual or political background. Likewise, the outcome should be a memento to administrators to be careful in selecting the facts upon which to base policies and decisions: the voices who scream the highest are not always the ones most worth listening to.

Papers Relating to Second Language Acquisition and Learning at the NINTH WORLD CONGRESS OF SOCIOLOGY

by Stig Eliasson (Department of Linguistics, Uppsala University, Uppsala, Sweden)

The Ninth World Congress of Sociology, organized by the International Sociological Association (ISA), was held at Uppsala University, Uppsala, Sweden on August 14-19, 1978. At the Congress, the Research Committee on Sociolinguistics of the ISA sponsored a broad Sociolinguistics Program consisting of about 60 sessions which belonged to such general areas as language and sex, language and ethnic interaction, language and international relations, language and law, language and the mass media, language planning, verbal and non-verbal communication, the sociology of language learning and teaching, and various other topics. In all, some 240 papers had been accepted for presentation, but a certain number of these were later cancelled. Especially the sessions on language and sex were very much in prominence and were well attended. Sessions related to language learning and bilingualism included The Sociology of Language Learning and Teaching (chaired by Paul Lamy, University of Ottawa, Ottawa), Language Learning and Societal Context, I-III (chair: I, III: Guy Plastre, Commission de la Function Publique, Ottawa; II: Paul Lamy), Language Learning and Acculturation (chair: R. Bruce W. Anderson, University of Texas, Arlington, Texas), Sociology of Bilingualism (chair: Bernard Saint-Jacques, University of British Columbia, Vancouver), Advances in Research on Bilingual Education (chair: Raymond Mougeon, Ontario Institute for Studies in Education), and Bilingualism and Bidialectalism in the U.S. (chair: Lucía Elías-Olivares, University of Illinois, Chicago Circle). In what follows, we will summarize a selection of those papers read at the congress which were most pertinent to the area of second language acquisition and learning.

In "Sex differences in the acquisition of Spanish and English," Elsa Nunez-Wormack (Ramapo College of New Jersey) explored differences between males and females in acquiring grammatical morphemes in Spanish and English. The data were obtained from three groups of Puerto Rican-American children from kindergarten, first grade, and second grade, respectively, each group consisting of ten males and ten females. The subjects were tested for their knowledge of seven English and seven Spanish grammatical morphemes such as plural, possessive, present, etc. in nonsense-word tasks. It was found that, with increasing age, males did progressively better than females on most grammatical items, an outcome which is contrary to earlier results involving monolingual children, where girls generally did better than boys.

"Language diversity in Chicano speech communities: implications for language teaching" by Lucía Elías-Olivares (University of Illinois, Chicago Circle) and Guadalupe Valdés-Fallis (New Mexico State University, Las Cruces) pointed, among other things, to the observation that Chicano speech communities in the Southwest should more properly be described as aggregates of complex multilingualism rather than as simple bilingual communities employing two pure and separate linguistic codes. The existence of such multiple codes have important implications for language teaching and raise a number of practical and theoretical problems.

The paper "Language shift and maintenance in the Lower Rio Grande Valley of South Texas" by John Amastae (Language and Linguistics Research Center, Pan American University; paper read by Elías-Olívares) examined the sociolinguistic dynamics in the Spanish-English bilingual area of South Texas as evidenced in a sample of Pan American University students. Comparison of Spanish-speaking and non-Spanish speaking respondents showed that the two groups differed significantly in socio-economic status, language capability ratings, and language attitudes. It was further suggested that, while upwardly mobile Mexican-Americans tend to abandon Spanish and adopt English, they re-emphasize Spanish upon reaching a higher socio-economic status.

In "Interlanguage as a means of ethno-cultural identification," Rodolfo Jacobson (University of Texas at San Antonio) proposed an extension of Selinker's notion of interlanguage to varieties of a target language where foreign features are deliberately retained in order to signal identification with the minority group. Here the approximative stage of target language performance is not due to shortcomings in motivation or aptitude, but results from the speaker's loyalty to his ethnic heritage. Consequently, the approximative system is regarded more in the way of a dialect than as a case of imperfect learning. As a test of this initial assumption, Jacobson presented phonological, grammatical, lexical and stylistic data from Chicano English.

Dennis R. Craig (University of the West Indies, Jamaica) presented a state-of-the-art paper on "The sociology of language learning and teaching in a creole situation." After a characterization of creoles, creole speech communities, creole-standard bilingualism, and code-switching and diglossia in creole situations, Craig turned to implications for language learning and teaching in creole speech communities. A number of over-all educational policies are possible, ranging from exclusive emphasis of the standard to primary emphasis, at least at the elementary school level, on the creole. Apparently common to all creole situations are the persistence of oral fluency in the creole and the striving for literacy in the standard. Hence, the most frequent teaching problem in creole settings is that of teaching the standard to creole speakers. The problem differs depending on whether the creole is lexically and grammatically related to the standard language or not. In the latter case, the task is, to a considerable extent, that of teaching a second language and instructional programs and student expectations tend to be formed accordingly. In the former case, however, the creole-speaking child is usually not regarded as a foreign-language learner and the creole is seen as a deviant form of the standard and is therefore normally not taken into account in the educational program. In addition,

the closeness of the creole to the standard may give the child the impression that he already masters the latter language and hence his motivation to study it further will be low. Other problems are that creole-speaking children often do not see the relevance of learning the standard or view the standard with aversion. Finally, as for teaching methodology, to a greater extent than usual in language instruction, attention must be paid to manners of communication involving different social-class roles.

In "Social class and the acquisition of meaning," A.D. Edwards (University of Manchester, England) surveyed and examined critically certain positions on the relation between social structure and differing degrees and kinds of communicative ability.

In his paper "Anglo-Saxon and Polish stereotypes and language students," Henri Niedzielski (University of Hawaii, Honolulu) explored how a group of Poles learning English differed from a group of Americans learning Polish in regard to their respective attitudes towards native speakers of the target language. The former group consisted of 45 Polish university students of English, who had spent some time in Great Britain or the United States, the latter group comprised 20 Americans of Polish descent, attending medical school in Poland. At the time of the test, both groups had a workable knowledge of their respective target language. Data on attitudinal differences were obtained by means of a questionnaire designed to bring out the particular qualities which each group attributed to the native speakers of the foreign language. In the responses of each group, positive and negative stereotypes of the target culture were found to be about equal in number. On the basis of these responses, Niedzielski concluded that neither of the two groups were integratively, rather than instrumentally, motivated. However, the Polish group differed from the American one in exhibiting the direct instrumental motive of striving to be able to communicate in the foreign language, whereas the American group was concerned primarily with the indirect instrumental motive of fulfilling the requirements of their school.

Arturo Tosi's paper "The teaching of the mother tongue to the children of immigrant workers in the United Kingdom. An analysis of four different viewpoints: their motives, interests and objectives" discussed four aims of immigrant mother tongue teaching advanced in recent debate in Britain: mother tongue teaching as a means of (1) favoring self-identification with the country of origin and its culture, (2) enhancing cultural and ethnic diversification, (3) preserving family tradition and family image, and (4) furthering linguistic and cognitive development in semi-bilingual subjects. Different aims tend to be promoted by different social groups such as minority-school authorities, voluntary organizations in the community and the like. Tosi further dealt with various negative consequences of immigrant bilingual situations, considered bilingual education as a remedy for semi-bilingualism and some conditions necessary for bilingual education to be successful.

Two papers dealt with immersion teaching: "French immersion and classroom behaviour: a new direction for research in second language learning" by Stephen Richer and Florence Hughes (both of Carleton University, Ottawa, Ontario) and "Inconsistencies in immersion research:

an attempted resolution" by Hughes and Richer. Extrapolating from results from immigration research reported in the literature, the first paper, presented by Richer, developed two hypotheses about the classroom behavior of immersion and regular school children: (1) immersion children ought to exhibit lower rates of deviance, and (2) immersion children ought to exhibit a higher level of cohesion (i.e., "attractiveness of a group for its members"). To test the hypotheses, data were collected from six kindergarten classes in an Ottawa Anglophone community. Contrary to the first hypothesis, it was found that immersion classes exhibited higher deviance. However, expectations concerning cohesion were borne out. In order to accommodate these results, the speaker constructed a typology of language learning settings which should be capable of serving as a framework for future research in this area.

The second paper on immersion, presented by Hughes, started out by noting that the literature on immersion reports no consistent correlation between the structure of language immersion programs and the success of these programs. Also the social and psychological setting must be highly relevant. Tying on to the preceding paper, the speaker proposed that the degree of success of immersion programs can be correlated with the following four dimensions: (1) the language to be learned, (2) the language of instruction, (3) the original language of the student, and (4) the presence or absence of a bilingual teacher. The first three parameters were divided further according to whether the majority or minority language was involved, and the fourth parameter according to whether or not the teacher is bilingual in the student's two languages in contact. Finally, the speaker went on to a theoretical justification of these indicants and certain implications and potentials of the framework.

"Beyond ESL: The teaching of content other than language arts is bilingual education" by Rodolfo Jacobson delineated the Concurrent Approach to bilingual education, i.e., the alternative and equal use of two languages in the classroom with uninterrupted presentation of the lesson unit and consciousness of alternation and fulfillment of teaching/learning objectives.

In "The politics of teaching English as a foreign language," Robert N. St. Clair and James Eiseman (both of University of Louisville; paper read by Eiseman) first surveyed various historical cases where the medium of language education had served distinct political goals and against this background they went on to examine the cultural content of current ESL (English as a second language) texts and concluded that "the political socialization of international students remains the primary function of ESL."

In sum, it may justly be said that the sessions relating to second language acquisition, learning, and teaching as well as the socio-linguistics section as a whole provided numerous interesting and valuable contributions to the study of language in a social context.

Papers on Second Language Acquisition from THE THIRD ANNUAL BOSTON UNIVERSITY CONFERENCE ON LANGUAGE DEVELOPMENT, September 29-30, 1978, by Kenji Hakuta (Department of Psychology and Social Relations, Harvard University. Cambridge, MA, U.S.A.)

- Uriel Meshoulam (Merrimack College, North Andover, MA, U.S.A.)
"Language skills, egocentrism, and referential communication."

Investigated degrees of egocentrism in communicative situations involving native English-speaking children learning Hebrew. Found higher levels of egocentricity when they performed the task in the non-dominant language, Hebrew. This result cannot be attributed to their cognitive level but rather to poor language skills in Hebrew.

- Frances Joyce Shapiro (Ramapo College of New Jersey, Mahwah, New Jersey 07430)
"The nature of code-switching in Spanish-English bilingual elementary school classes."

Looked at effect of intervention program to enhance teachers' use of Spanish in a Spanish/English bilingual program during English lessons by observing and coding pre- and post-intervention video sessions. Found increased use of Spanish, presumably due to the intervention.

- Ellen M. Rintell (Program in Applied Psycholinguistics, Boston University, 232 Bay State Road, Boston, MA 02215)
"The pragmatic ability of second language learners: the effect of context on variation."

Finds effects of age and sex in ratings of utterances of native Spanish speakers role-playing situations of requests and suggestions as judged by native English and Spanish speakers, and Spanish speakers learning English as a second language.

- Judith Chun (Stanford University, Box 2651, Stanford CA 94305)
"Making a good impression: native speaker tolerance of language learners' errors."

Asked native French-speaking children and adults to identify errors in recorded utterances of native and non-native French speakers. On the whole, judges were quite tolerant of errors, and often had difficulty distinguishing between natives and non-natives. They seemed to be evaluating the speakers along two separate dimensions: accent and grammaticality, and when the two were pitted against each other, the former was given primacy.

- David Birdsong and Steven Pinker (Harvard University, Cambridge, MA 02138)
"Knowing what sounds right: sensitivity of speakers to rules of "freezing" in first and second languages."

Investigated judgments by native and second language learners of English and French of the preferred linear order of conjoined nonsense words to see if they are governed by the same set of principles governing "freezes," outlined by Cooper and Ross, CLS volument on Functionalism. Evidence for universal and language-specific properties are reported.

- Joel Katz (Department of Linquistics, Stanford University, Stanford, CA 94301)
"Structural versus presuppositional redundancy in child second language acquisition: a case study of possessives."

Looks at longitudinal naturalistic data from two Hebrew-speaking children learning English. The use of the possessive 's, in both full and elliptical contexts were investigated. These children performed better in full than in elliptical contexts, contrary to L_1 evidence. For one of the children studied, the variability in the data could be accounted for by considering presuppositional factors: 's tended to be supplied only when the Object Possessed was not presupposed.

- Deborah Keller-Cohen (Linguistics Department, University of Michigan, Ann Arbor, MI 48104)
"A view of child second language learning: using experience with language to learn language."

Synthesis of naturalistic studies on child L_2 acquisition. Emphasizes that prior experience with language contributes to a child's second language learning by providing the child with heuristics for searching and organizing linguistic data and with knowledge about language. Posits Slobin-type principles.

REPORT ON THE LOS ANGELES SECOND LANGUAGE RESEARCH FORUM by Robin Scarcella and Sharon Bode (University of Southern California, Los Angeles, CA 90007)*

The Los Angeles Second Language Research Forum was organized in an attempt to provide those interested in second language research the opportunity to exchange ideas, research methodology, and findings. The first annual Los Angeles Second Language Research Forum, chaired by Sabrina Peck, was held at University of California, Los Angeles. This year's Forum, sponsored by the Department of Linguistics, University of

*Acknowledgments: The authors would like to express their appreciation to the many people who made this Forum possible. Special thanks are due to Roann Altman, David Chiang, John Cromshow, Ginny Heringer, Heather Holmback, Noel Houck, Joyce Neu, Judy Robertson, Linda Thornburg, Emily Yarnall, and Margaret van Naerssen, who chaired the conference committees. We also wish to express our gratitude to the Department of Linguistics, University of Southern California, who sponsored the Forum, to the American Language Institute of University of Southern California for secretarial support and donations, and the Center for Humanities, University of Southern California, for partially funding the Forum.

Southern California, and co-chaired by Sharon Bode and Robin Scarcella, took place October 6-8, 1978, on the University of Southern California campus.

The conference brought researchers together from many different disciplines, including psychology, education, linguistics, and TESL. Over 50 speakers presented reports on completed research and ongoing studies. Enriching the conference were plenary addresses given by Earl Stevick and Stephen Krashen, and a panel discussion, "Communicative competence: can it be tested?" with discussants, Eugene Briere, Marina Burt, Heidi Dulay, and John Oller.

This report focuses on the research presented at the Forum in order to: (1) increase the reader's awareness of current second language research, and (2) pose some of the important questions raised by the Forum participants.

Earl Stevick (School of Language Studies, Foreign Service Institute, Washington, D.C.) began the Opening Session with his presentation of the "Levertov Machine," an expanded version of the Monitor Model named for Denise Levertov, who, "in a poetry course...noticed that while some of the poetry written by neophytes was as good as that written by students who had courses on poetry, the students at the end of her course produced criticism of a much higher quality." The machine, among other things, allows for the fact that we sometimes see increased grammatical accuracy when the performer's attention is focused off form and communication, and models the effect of "social forces" on both learning and acquisition.

In discussing "The Theoretical and Practical Relevance of Simple Codes in Second Language Acquisition," Stephen Krashen (Department of Linguistics, University of Southern California, Los Angeles, CA 90007) dealt with the question of whether simple input, such as foreigner talk, teacher talk, and the speech of other second language performers is actually helpful for second language acquisition. He suggested two ways of investigating whether these codes help: (1) ask whether those who had the benefit of such simple codes actually acquired better, or faster and (2) determine from the linguistic analysis of simple codes whether they supply appropriate input for acquisition. Krashen emphasized that this is an empirical question, not something to be decided upon by a committee or by taking a vote.

The panel discussion, moderated by Elaine Andersen of University of Southern California, considered the possibility of testing communicative competence. While all of the panelists seemed to agree that communicative competence could be tested, there seemed to be considerable confusion as to how to define the term. The discussion was begun by Eugene Briere (Department of Linguistics, University of Southern California, Los Angeles, CA) who summarized the research on communicative competence and stressed the importance of further investigation. Briere promoted the use of Labovian variable rules in describing such competence. Marina Burt and Heidi Dulay (Bloomsbury West, The Lau Center, 545 Sansome Street, San Francisco, CA 94111) presented evidence that the Bilingual Syntax Measure, a test which was designed to test morphological development, seems to test communicative competence as well. John Oller (Department of Linguistics, University

of New Mexico, Albuquerque, NM 87131) was also concerned about some of the tests being used which purport to test communicative competence, but do not. In particular, he discouraged the use of discrete-point tests in testing communicative competence. Finally, Oller asked whether or not communicative competence and general intelligence were not the same thing.

The many papers presented at the Forum dealt with all aspects of second language acquisition. Papers were given on phonological and syntactic development, as well as the social and psychological factors affecting language acquisition. There was interest at this year's Forum in areas which by and large have been previously unexplored. These include studies on input, acculturation, the development of pragmatic competence, and the interlanguage of American Sign Language.

Phonological Development

In the session on phonological development, Gerald Neufeld and Eta Schneiderman (Department of Linguistics, University of Ottawa, Ottawa, Ontario, Canada KIN 6N5) discussed their research in "Learning vs. acquiring prosodic features in the second language." They proposed the following: (1) "that the mastery of articulatory and acoustic features should be attained before proceeding to an advanced level in a language"; (2) that such mastery is attainable by adults learning a second language, and (3) that adults may be able to achieve native-like proficiency in the prosodic and articulatory features of a second language in a relatively short time." The researchers also described a research project in which twenty English-speaking students received special instruction in Japanese, Chinese, and Eskimo in language programs consisting of eighteen video-taped one hour lessons. These students were later asked to repeat aloud statements which were then judged by native speakers. Surprisingly, over 50% of the subjects were considered native or near-native speakers.

Judy Gilbert (14 Oakside Drive, Davis, CA 95616) also examined prosodic features. Gilbert's paper, "Active imitation of prosodic differences between L_1 and L_2 raised several related questions: (1) Can people's sensitivity to prosodic features be improved by the use of some kind of stripped speech, (that is, speech which has been stripped of segmental information by, for example, a pitch extractor)? (2) Does active imitation of prosodic features promote their acquisition? and (3) Can languages be identified by their prosody alone? In seeking answers to these questions, Gilbert designed two experimental studies in which listeners were asked to identify taped segments of Japanese, Cantonese and English that had been stripped of segmental information.

Thomas Scovel (Department of General Linguistics, University of Pittsburgh, Pittsburgh, PA 15260) examined the ability to perceive pitch differences under a variety of different contexts. His paper was titled "The relationship between musical aptitude and language learning ability: a report from an experiment on the perception of musical and linguistic pitch."

Findings from "Developmental learning strategies in the acquisition of tone: an investigation of three Tawainese-speaking children," a paper by Hung-Yi Li (201 Loeffler Building, University of Pittsburgh,

Pittsburgh, PA 15260) suggested the following: (1) that tones are acquired earlier than other segmental features and (2) that the rate of developmental progress when acquiring tone varies greatly with each child.

William Crawford (English Language Institute, University of Michigan, Ann Arbor, MI 48109) considered the role of low-level phonology and casual speech phenomena in adult second language acquisition in his paper "Investigating casual speech." Crawford reported on a pilot study which examined errors in production and perception of casual speech forms made by adult Spanish speakers acquiring English as a second language.

On Syntactic Development

The number of papers given on syntactic development was evidence of the continued interest in this subject.

Margaret van Naerssen (Department of Linguistics, University of Southern California, Los Angeles, CA 90007) compared a suggested acquisition order for Spanish as a first language and the relative difficulty of six constructions in Spanish as a foreign language in her paper, "How similar are Spanish as a first and Spanish as a foreign language?" Results from van Naerssen's analysis indicate the following: (1) In adjective/number agreement, L1 = L2; (2) In preterite/imperfect, L1 = L2; (3) The acquisition of tenses is probably a stretched-out process involving much interaction among stems and person/number markers across and within stems.

A paper titled "The acquisition of English possessive word order and particles by Arabic-speaking children" was given by Kearny Reitmann (Department of Linguistics, University of Southern California, Los Angeles, CA 90007). This paper described research on the acquisition of the English possessive by two Arabic-speaking children, aged three and five. Reitmann explored two factors which might reflect the children's use of the possessive: (1) native language constituent order, and (2) the influence of given and new information (Chafe, 1976).

Three papers dealt with the acquisition of relative clauses. Susan Gass (Department of Linguistics, Indiana University, Bloomington, IN 47401) in "An investigation of syntactic transfer in adult L_2 learners" examined the acquisition of relative clauses by 15 L_2 learners coming from diverse first language backgrounds. Gass proposed a principled basis for predicting which language phenomena transfer.

David Chiang (Department of Linguistics, University of Southern California, Los Angeles, CA 90007) analyzed some of the factors believed to affect the acquisition of relative clauses in his paper, "Predictors of relative clause production: the roles of overall proficiency, language interference, and complexity of linguistic feature." Using a multiple regression analysis, Chiang found that the use of relative clauses is more influenced by overall language proficiency than by language interference or complexity of linguistic features.

Another paper examining the acquisition of relative clauses was presented by John Schumann (English Department, TESL, University of

California, Los Angeles, CA 90024). His paper, "The acquisition of English relative clauses by native speakers of Spanish" compared stages in the acquisition of relative clauses and examined similarities and differences in the acquisition of relative clauses in both first and second language studies.

"On the interlanguage of a native user of American Sign Language," a paper presented by Marianne Celce-Murcia and Terry Santos (English Department, TESL, University of California, Los Angeles, Los Angeles, CA 90024) described the interlanguage of an adult native user of American Sign Language which was based on an error analysis of written work. The subject's errors were divided into two categories: (1) the areas of difficulty shared with hearing intermediate-to-advanced ESL learners (e.g., article and preposition deletion, substitution, and occasional overuse; verb tense errors with conditionals, errors with complex sentence types, and confusion of singular and plural noun forms, and (2) areas of difficulty which seemed to be unique to the subject as a deaf learner. Based on the subject's overall improvement, the researchers felt that the ESL teaching techniques which they used to teach the subject were effective.

Interaction

The role of sociolinguistic/interactional rules in second language acquisition continued to be a central issue at this year's Forum.

Douglas Flahive (Colorado State University, Fort Collins, CO 80521) presented "Discourse processing abilities in ESL students," a paper which examined the development of point-of-view in ESL students of three different proficiency levels. A control group of native speakers, as well as sixty students, drawn from low, intermediate, and advanced ESL levels, were tested by means of both oral and written point-of-view tasks. Results from Flahive's research indicate that "even the most advanced ESL students have difficulty distinguishing sentences having a point-of-view conflict from those having none."

Fraida Dubin (American Language Institute, University of Southern California, Los Angeles, CA 90007) explored ways of assessing sociolinguistic elements for inclusion in the second language syllabus. Pointing out some important areas which, she said, need to be looked at by researchers, her paper described some differences between overall competence as opposed to discrete point items.

In "Second language acquisition of register: when does it occur?," Monika Krohn Dunkel (Department of Linguistics, Unversity of Southern California, Los Angeles, CA 90007) examined the acquisition of the sociolinguistic rules underlying language use. Dunkel also looked at two factors which might affect the acquisition of appropriate language use: overall language proficiency and exposure to linguistic input. In concluding, Dunkel stated that the acquisition of register is more highly correlated with exposure to input than with overall language proficiency.

Two researchers, Rintell and Schmidt, dealt specifically with the acquisition of directives. In "Getting your speech act together: pragmatic development in a second language," Ellen Rintell (Program in Psycholinguistics, Boston University, Boston, MA 12215) used role-play

data to analyze the adult English learner's use of speech acts to request and suggest. Rintell reported on the effect of age and sex of addressee and speaker on the degree of deference in the utterances and on the difference between native speaker and learner perceptions of deference. She also investigated the use of role-play as a means of eliciting linguistic data.

Richard Schmidt (Department of ESL, University of Hawaii, Honolulu, HI 96822) presented "Getting what you want in a new language: the use, comprehension, and acquisition of English directives by non-native speakers." Schmidt discussed various research designs which could be used in examining the acquisition of directives. Conclusions from Schmidt's paper include these findings: (1) not all differences between native and non-native use of English directives are due to transfer and (2) there are striking differences among L_2 learners in the ways intentions are expressed in a new language.

William Rutherford and Jacquelyn Schachter (American Language Institute, University of Southern California, Los Angeles, Los Angeles, CA 90007) inspected samples of written English produced by Japanese and Chinese learners. The results of their analysis were reported in "Discourse function and language transfer." This paper called attention to a type of language transfer which is frequently overlooked in second language acquisition research, viz., transfer of first language discourse function to second language.

Semantics

Two papers were presented in the session on semantics. Carolyn Kessler and Mary Ellen Quinn (College of Multidisciplinary Studies, University of Texas, San Antonio, TX 78285) reported on "the emergence of semantic notions in child bilingualism." Their investigation focused on the acquisition of semantic field and tested the hypothesis that the manifestation of a concept occurs first in the bilingual's dominant language, and then, later, in the weaker language. They stressed one very practical application of their research: assessments of the bilingual child's levels of cognitive and language development conducted in the second language may lead to very erroneous interpretations, classifying bilingual children below the levels at which they actually are.

Another paper concerning semantics was that of Patricia Greenfield and Maria Gabriela Alvarez (Department of Psychology, University of California, Los Angeles, Los Angeles, CA 90024). Their paper, "Exploiting nonverbal context to promote the acquisition of word-referent relations in a second language," tested the hypothesis that "the smaller the number of unknown referents at the time a subject is exposed to a sentence in its referential context, the higher the probability of correctly inferring the meaning in the words from the context."

Learning

Four papers discussed "learning," that is, the use of conscious grammar rules, in second language performance. A paper entitled "The effect of instruction on the performance of child, adolescent, and adult ESL learners" was presented by Patsy Lightbown and Nina Spada

(TESL Center, Concordia University, 1455 de Maissonneuve Boulevard, Montreal, Quebec, Canada H3G 1M8). This study was designed to compare the effects of explicit formal instruction on the performance of learners of different proficiency levels.

Another paper examining the use of conscious grammar was "Interlanguage, the Monitor and sentence combining." In this paper Greg Larkin and Ronald Shook (Brigham Young University, Hawaii Campus, Laie, Hawaii 96762) reported the results of a study in which adult second language learners were asked to complete specially designed non-language based sentence combining exercises.

"Can acquisition take place in the language classroom?" was the question asked by Eva Gomez, Jorge Mariscal and Tracy Terrell (Department of Spanish, University of California, Irvine, CA 92717). This investigation of foreign language students acquiring Spanish tested the hypothesis that students can acquire the relevant rules of question formation with only relevant sentences as input/intake. A group of students, aged 12-15, who were taught Spanish by a method which included intensive practice in oral question and answer sessions, but no formal explanations, were asked to form as many questions and answers as possible in an experimental session. An error analysis of the recorded sessions confirmed the hypothesis.

An additional paper examining the importance of "learning" in foreign language performance was "Subjunctive and indicative in Spanish: an error analysis," presented by Barney Baycroft, Charles Perrone, and Tracy Terrell (Department of Spanish, University of California, Irvine, CA 92717). Spanish subjects were recorded in free conversation with their instructors and an error analysis was later performed. The results of this study were then compared to the results of a written test which focused on indicative and subjunctive forms. The data from this study clearly indicate that "students who can apply learned rules to discrete item tests cannot (or do not) necessarily do so in their speech and that while such may represent some form of competence, such competence is useless in normal speech situations."

Research for Language Teaching

Many papers at the Forum dealt with specific aspects of language teaching. There were papers on reading, writing, listening, and vocabulary teaching.

Stephen O'Neill (Department of Special Education Services, Bronx Community College, City University of New York, New York, NY 10010) examined the influence of native language reading proficiency on the ability to develop reading skills in a second language in his paper, "The comparative effectiveness of two reading methods for Hispanic ESL College students." O'Neill's study, involving 101 Hispanic non-native speakers of English who were entering freshmen at an urban college, revealed that there was no significant difference in the main effects of two methods, a classroom-based method and an individualized reading method. The study also indicated that students with the highest native language reading proficiency made more progress than those with the lowest native language reading proficiency.

In "Stop, look, and listen: a pilot experimental ESP program with a decoding-based methodology," Edward Norman Gary and Judith Olmstead Gary (IBA/UEP, c/o Loomis, 104-116, 101st Street, Ozone Park, Queen's, NY 10017) reported the results of an experimental study conducted with fourteen first year university classes (approximately 500 students) studying English for special purposes. The study was designed to test materials which specifically tested the decoding language skills of reading and listening. The results of the investigation indicate that students using the experimental ESP materials made greater gains in English proficiency than the Control Group, who used a more traditional approach.

Barbara Kroll (Department of Linguistics, University of Southern California, Los Angeles, CA 90007) reported on "Grammatical fluency in advanced composition." Kroll analyzed expository writing which was produced by 25 students enrolled in special international student sections of freshman composition. Four samples from each student were selected, two papers written at home and two papers written in class under time pressure. These writing samples provided the data for Kroll's detailed error analysis.

A paper entitled "The mnemonic keyword approach to the teaching of first-year Russian" was given by Edward Purcell and Linda Bruce (Department of Linguistics, University of Southern California, Los Angeles, CA 90007). Purcell and Bruce tested a method of teaching vocabulary which was developed at Stanford University. In this method, a word in English which sounds like the new vocabulary item in the target language are linked together. In testing this method, Purcell and Bruce presented materials by means of synchronized audio tapes and slides.

Models for Second Language Acquisition

Several researchers presented models for second language acquisition. John Lamendella (Department of Linguistics, San Jose State University, San Jose, CA 95912) and Thomas Scovel (Department of General Linguistics, University of Pittsburgh, Pittsburgh, PA 15260) presented "A typology of ontological factors in second language acquisition." Lamendella and Scovel stressed the importance of developing a comprehensive model "for all of the ontological factors involved in language acquisition." In the preliminary model which they proposed, they related many of the research variables discussed in the literature and showed how these variables simultaneously correlated to ontological factors at different stages.

Herbert Seliger (Department of Linguistics, Queen's College, Flushing, NY 11367) suggested a different model in his paper, "An utterance planning model for the L_2 learner." Seliger proposed that "different kinds of speech errors are based at different levels or stages in the chain of utterance development." Repair may, according to Seliger, be an indication of linguistic maturity.

Computer simulation models were considered by Hans Lee and Paul Munsell (English Language Center, Michigan State University, East Lansing, MI 48824) in their paper, "Computer simulation models of vocabulary learning in second language acquisition." These investigators described their efforts to develop "prototype computer simulations of certain language learning tasks."

T-Unit Analysis

"T-unit analysis in second language research: applications, problems, and limitations" was the title of the paper which Stephen Gaies (Department of English Language and Literature, University of Northern Iowa, Cedar Falls, Iowa 50613) presented. This paper gave a critical review of the arguments both for and against the use of t-unit analysis as a measure of overall syntactic complexity of speech and writing in second language research.

Diane Larsen-Freeman (Experiment in International Living's School for International Training, Brattleboro, VT 05201) reported findings from the second phase of a study designed to examine the use of t-unit analysis in developing an index of development. Larsen-Freeman analyzed the features of learner speech to determine whether t-units could be used to predict second language oral proficiency. In doing this, she examined the speech of 24 ESL learners of different L_1 backgrounds and of five different proficiency levels on four different speech tasks.

Input/Intake Studies

Increased attention was paid to the importance of input in second language acquisition. Barbara Freed (Department of Romance Languages, Williams Hall CU, University of Pennsylvania, Philadelphia, PA 19104) in "Talking to children: talking to foreigners," examined two simplified registers, Baby Talk and Foreigner Talk. Freed compared the speech adjustments of adult native speakers talking to children with those of adult native speakers talking to foreigners. Her findings indicate some of the important similarities and differences which exist between the two different registers.

Judith Chun (Box 2651, Stanford, CA 94305) also examined input in her paper "Taking it all in: input and intake in second language acquisition." Chun tested the hypothesis that input to the language learner must correspond to the intake level of the learner. In testing this hypothesis, Chun examined a set of taped interactions between an interviewer and individual language learners. Data were elicited to determine how often input actually corresponded to intake. The interviewer asked the learner a question about each of twelve pictures. (The questions elicited a variety of vocabulary and grammatical structures.) Results from Chun's study suggest that second language learners often fail to take in information which was specifically asked for.

Research on Bilingualism

Many investigators explored aspects of bilingualism. Teresa H. de Johnson, (St. Louis University, St. Louis, MO 63103), for example, investigated similarities and differences in "monolingual and bilingual developmental patterns." Her report was based on the first phase of a three-year, longitudinal study of three four-year-old subjects. One subject was monolingual in Spanish, another was monolingual in English, and a third was bilingual in Spanish and English.

Deborah Keller-Cohen (Department of Linguistics, University of Michigan, Ann Arbor MI 48109) discussed "strategies for the acquisi-

tion of syntax in a second language." Data drawn from Keller-Cohen's ten-month longitudinal study of three children acquiring English strongly suggest that prior linguistic knowledge does assist or influence the acquisition of a second language. (She found, for example, that all of her subjects began acquiring a second language at the two-word stage rather than at the one-word stage.)

Anna Uhl Chamot (Foreign Language Center, University of Texas, Austin, TX 78712) also looked at child language acquisition. In "Development of English sentence formation in a French/Spanish bilingual child," Chamot described the results of a ten-month longitudinal study of a ten-year-old boy acquiring English.

Another researcher reporting on longitudinal data was Jeannine Gerbault (Department of English-TESL, University of California, Los Angeles, Los Angeles, CA 90026). Her paper was entitled "The acquisition of English by a five-year-old French speaker." It focused on the development of interrogative structures, negative structures, and ten grammatical morphemes. Issues discussed in Gerbault's paper include: (1) reliance on previous knowledge; (2) the development of structures from previously acquired prefabricated routines; and (3) universal strategies for L_1 and L_2 learners.

Elite Olshtain (Department of English-TESL, University of California, Los Angeles, Los Angeles, CA 90026) presented "Individual learning strategies: a case study of three Hebrew speakers learning English as a second language." Her report centered around two issues: (1) the construction of an index of development based on the acquisition of the progressive form in English, and (2) the development of an index of evaluation for individual learning strategies. Samples of these indexes were given in the paper and supported by the data which were collected from two seven-year-olds and one eleven-year-old over a five-month period.

Recordings of Proceedings: Audio-taped recordings of the Forum paper presentations are available from the Audio-Visual Center, University of Southern California. The cost of the cassette tapes is: $5.00 for a recording of one presentation, $7.00 for recordings of two presentations, and $6.00 each for recordings of the plenary addresses given by Earl Stevick and Stephen Krashen, and the plenary panel discussion. To place an order, mail a check (made payable to: The Humanities Audio-Visual Center), along with a list of the titles of the presentations you would like to have recorded. Send to: HAV Center, University of Southern California, Founders Hall, 212, University Park, Los Angeles, CA 90007.

Forum Abstract Handbooks: The Forum Abstract Handbook, prepared by Roann Altman and Linda Thornburg, is available on a limited basis. To obtain a handbook, send $2.00 to: Los Angeles Second Language Research Forum, American Language Institute, University of Southern California, Los Angeles, CA 90007. (Make checks payable to: LA L2 Research Forum.)

1978 Forum Proceedings: a book, Research in Second Language, which includes many of the papers presented at the Forum, will be published shortly by Newbury House Publishers.

REPORT ON THE FIRST SCANDINAVIAN-GERMAN SYMPOSIUM ON THE LANGUAGE OF IMMIGRANT WORKERS AND THEIR CHILDREN, March 19-23, 1978, (Motel Risø, Himmelev near Roskilde, DENMARK) by Hartmut Haberland (Roskilde Univiversity Center)

This symposium was sponsored by the Institute of Language Use, Socialization and Science Research of Roskilde University Center, and with financial help from the Nordic Culture Fund (Nordisk Kulturfond). The purpose of the symposum was to bring together linguists, sociol- - ogists, cultural anthropologists, immigrant teachers and others working theoretically and practically with the language problems of immigrant workers in Scandinavia and Germany. About 40 participants from Norway, Sweden, Finland, Denmark, West Germany, West Berlin, Australia and Italy attended the conference which was organized by Tove Skutnabb-Kangas (Helsinki, FINLAND), Norbert Dittmar (Heidelberg, WEST GERMANY, and Ulf Teleman and Hartmut Haberland (Roskilde, DENMARK).

Besides group work and a round-table discussion on Bilingual Education co-chaired by Wilfried Stölting (Oldenburg) and Tove Skutnabb-Kangas, and a closing discussion on "What kind of research do we need," the following papers were presented:

"The muted voice of the guest workers: the situation of the immigrants in Denmark" (Finn Korzen and Jonathan Schwartz, Copenhagen, DENMARK)
"Immigrants in Sweden" (Jorma Kuusela, Helsinki, FINLAND)
"Immigrants in Norway" (Inger-Helene Arnestad, Oslo, NORWAY)
"Immigrants in West Germany: Legal and social situation" (Ingeborg Senft and Bert-Olaf Rieck, Heidelberg, WEST GERMANY)
"Language teaching to adults" (Ulrike Harnisch and Hans Barkowski, WEST BERLIN)
"The situation of the adolescents" (Antje Katrin Menk, Bremen, WEST GERMANY)
"Language teaching to children" (Wilfried Stölting, Oldenburg, WEST GERMANY)
"Using language typology in contrastive studies (Björn Hammarberg and Ake Viberg, Stockholm, SWEDEN)
"On determining developmental stages in natural second language acquisition"(Jürgen Meisel and Manfred Pienemann, Wuppertal, WEST GERMANY)
"Ordering adult learners according to language abilities" (Norbert Dittmar, Heidelberg, WEST GERMANY)
"Some remarks on 'Foreigner Talk' " (Michael Clyne, Clayton, AUSTRALIA)
"What language does the immigrant need?" (Börje Viberg, Borås, SWEDEN)
"What can we use the linguist for?" (Anne-Marie Heltoft, Copenhagen, DENMARK)
"The role of phonetics in language teaching" (Nina Thorsen, Copenhagen, DENMARK and Robert Bannert, Lund, SWEDEN)
"Failures of a language-learning system based on the ideology and models of learning of the country of production (Carolyn Swetland and Saeed Anjum, Oslo, NORWAY)
"How to teach German to Turkish foreign workers: Transfer from classroom teaching to everyday life" (Hans Barkowski and Ulrike Harnisch, WEST BERLIN)

The Proceedings of the Symposium will contain the papers presented at the conference, some nonpresented papers and aftertoughts,

and other material pertaining to the symposium (as project descriptions of the projects represented at the conference). They appear in the Fall of 1978 in the ROLIG linguistic paper series of the Roskilde Linguistic Circle.

For further information, write to Ulf Teleman and Hartmut Haberland, Roskilde University Center, P.O. Box 260, 4000 Roskilde, DENMARK.

UPCOMING CONFERENCES

TESOL '79 (Teachers of English to Speakers of Other Languages) will hold its 13th Annual Convention in Boston, Massachusetts, at the Sheraton-Boston Hotel on February 27-March 4, 1979. For information write to Prof. Carlos A. Yorio, Department of Linguistics, University of Toronto, Toronto, Canada, or to TESOL, Georgetown University, Washington, D.C.

SPECIAL COLLOQUIUM FOR GRADUATE STUDENTS WITH RESEARCH IN PROGRESS (to be held at the 1979 TESOL Conference in Boston): This colloquium is a six-hour informal seminar organized by graduate students to report on research in progress or to present plans for dissertation research. The purpose is to provide graduate students with an opportunity to discuss their research with fellow graduate students and researchers eminent in the field. The number of seminar groups formed and the areas focused upon in each seminar group will be dependent upon the graduate students wishing to participate. If interested in participating and/or for more information, contact: Adelaide Heyde/Barbara Schwarte, English Language Institute, 2001 North University Building, Ann Arbor, MI 48109, (313) 764-2413 or (313) 663-0112 (Adelaide), (313) 434-4794 (Barbara). Collect calls will NOT be accepted.

CONFERENCE ON THEORETICAL ORIENTATIONS IN CREOLE STUDIES: Under auspices of the National Science Foundation of the United States, the College of the Virgin Islands and Indiana University are jointly organizing a conference on Theoretical Orientations in Creole Studies to take place Wednesday, March 28 to Sunday, April 1, 1979, at the College of the Virgin Islands (CVI) and Sapphire Beach Hotel, St. Thomas, U.S.V.I. (CONVENERS: A Valdman, Indiana and A. Highfield, CVI).

The formal sessions of the Conference will last three full days (Thursday, March 29 through Saturday, March 31) and will deal with the following topics: (1) Analyzing variation in creole languages, G. Sankoff (Montreal); (2) Structural expansion and the process of creolization, P. Mühlhäusler (Technische Universität, Berlin); (3) Lexical expansion in creole languages, I. Hancock (Texas); (4) Decreolization and the post-creole continuum, D. Bickerton (Hawaii); (5) Creolization and linguistic change, E. Polomé (Texas); (6) Directions in Sociolinguistic research, R. Le Page (York) and A. Tabouret-Keller (Strasbourg): (7) Models for educational policy in creole-speaking communities, D. Craig (West Indies); (8) The standardization and the instrumentalization of creole languages, W. Samarin (Toronto); and (9) Creolization and Second Language Learning, A. Valdman (Indiana).

There will be a final summarizing session led by: M. Alleyne (Buffalo), D. Hymes (Pennsylvania), and K. Whinnom (Exeter). Each of the nine sessions will follow the following format of a presentation, in summary form, of a position paper prepared by the invited presenter

listed on previous page for each topic, followed by two to three short presentations dealing with the topic of the session. Comments will be made on the position paper and the short interventions by an invited discussant. A general discussion will ensue.

The full text of the revised position papers, the abstracts of the interventions, and the discussants' reports will appear in the Conference proceedings. The full texts of the interventions will be distributed at the Conference and will be available to the general public.

The Conference sessions will be held at the College of the Virgin Islands and at the Sapphire Beach Hotel in St. Thomas, U.S.V.I. Four-night packages are available at the Sapphire Beach Club. Since the Conference is being held during the high season, rooms will be available only on a double or triple occupancy basis, as follows: Double room $36.50 per person; Triple room $33.00 per person. Prices include all taxes and a 10% service charge. Breakfast and dinner are available on the MAP plan at the cost of $16 (not including gratuities).

Accommodations are also available in a number of smaller motels and guest houses in Charlotte-Amalie (20 minutes away from the Sapphire Beach Hotel) at prices ranging from $15 to $30 per person, single or double occupancy. Roundtrip transportation from Charlotte-Amalie to the Sapphire Beach Hotel is about $10.

Participation in the Conference will require payment of a $35 fee ($50 after December 15). Participants will be entitled to: Copies of the position papers sent at least one month before the date of the Conference, copies of interventions (to be distributed at the Conference), transportation to sessions at CVI, and social events (receptions, evening in Frenchtown).

Reservations: Available space is limited and participants must send full payment for hotel accommodations and payment of Conference fee are due by February 1, 1979.

For information regarding registration and accommodations, please contact: A Valdman, Creole Conference, Lindley Hall 017, Indiana University, Bloomington, IN 47401 or A. Highfield, Creole Conference, College of the Virgin Islands, St. Croix Campus, Kingshill Post Office, St. Croix, U.S. Virgin Islands 00850.

RELC REGIONAL SEMINAR: The Regional Language Centre (RELC) of the Southeast Asian Ministers of Education Organization (SEAMEO) will hold its 14th Regional Seminar, 16-21 April 1979, in Singapore. The theme of the Seminar is "Acquisition of Bilingual Ability and Patterns of Bilingualism with Special Reference to Southeast Asian Contexts."

The objectives of the Seminar are: To review developments in research on bilingualism and bilingual education; to provide a forum for the exchange of experience among educators and researchers from within and outside the SEAMEO region; and to identify areas of multilingualism that can be usefully researched in those areas which would be of practical value to existing programmes.

Abstracts are invited on topics relevant to the theme of the Seminar. For further information and invitations to participate in the Seminar, please write to: Dr. Evangelos A. Afendras, Chairman, Seminar Planning Committee, SEAMEO Regional Language Centre, RELC Building, 30 Orange Grove Road, Singapore 10, Republic of Singapore.

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES: The Twenty-sixth Annual Meeting of the Northeast Conference on the Teaching of Foreign Languages will be held April 19-22, 1979, at the Washington-Hilton Hotel, Washington, D.C.

Conference Theme: The Foreign Language Learner in Today's Classroom Environment (Chairman: Paul D. Cincinnato, Farmingdale (N.Y.) Public Schools)

Workshops and Demonstrations of interest to all foreign language teachers will be offered all day on both Friday and Saturday.

Exhibits of textbooks, audio-visual materials and equipment, realia, periodicals, and other teaching aids will be open from Thursday at 4:00 P.M. until Saturday afternoon. This is the largest display of professional materials and programs to be found under one roof, and provides an excellent opportunity to examine new materials and discuss specific problems with authors and consultants.

Career Counseling Service will again offer teachers and their students assistance in determining where to go to find job opportunities in foreign languages.

Modern Language Film Festival--Short films dealing with non-English speaking cultures will be shown throughout the Conference. The film program is planned with classroom teaching in mind.

Northeast Conference Reports, the published Reports are the leading annual of foreign language teaching in the United States. The 1979 Reports will consist of chapters written by Wilga M. Rivers of Harvard University, Carol Hosenfeld of SUNY at Buffalo, and Gilbert A. Jarvis of The Ohio State University--all addressing a different aspect of the Conference theme. Everyone who pre-registers or is an official representative will receive a gratis copy in advance of the Conference.

For Information, pre-registration forms, and advance programs, write to : Northeast Conference, Dept. P, Box 623, Middlebury, VT 05753.

RECENT PUBLICATIONS

LUDWIGSBURG STUDIES IN LANGUAGE AND LINGUISTICS is a series of monographs which aims at making available titles that the General Editor assumes to be of interest to the linguistic community. Publication, in small editions, is at irregular intervals. Copyright in all cases rests with the General Editor.

The following titles have recently been published:

(1) First and Second Language Acquisition in German: A Parallel Study, Anne E. Mills, LSLL2, Ludwigsburg, 210p.

The study starts with the fundamental assumption that first and second language learners are similar rather than different. Tests were presented to German adults and children and to English students learning German as a second language in order to analyse their behavior in imitation, comprehension and production. Chapter II considers the comprehension of the passive construction, Chapter III

reports on tests involving relative clauses, and Chapter IV discusses the influence of different strategies followed in the interpretation of ambiguous relative clauses in German. On balance there seem to be more similarities than differences between native speakers and second language learners based on behavior governed by principles common to all languages.

Price per copy: 2.90 ℓ (inc. p&p., surface mail)

(2) On Serialization in English Syntax, J.M. Anderson, LSLLl. Ludwigsburg. 141p.

The monograph is concerned with certain apparent anomalies of serialization in English. The discussion of serialization phenomena concentrates on 'shallow structures,' i.e. on the set of structures that constitute the output of the cyclic transformations. The bulk of the essay considers three constructions in which serialization, in terms of fairly widely held analyses, is not in accord with the generalizations outlined initially. In each case, evidence is adduced that these analyses are incorrect, and that serialization is entirely natural in English.

Price per copy: 2.50 ℓ (incl. p&p., surface mail)

All Orders (as well as enquiries and offers of manuscripts) should be sent to: R.O.U. Strauch, General Editor, Ludwigsburg Studies in Language and Linguistics, IM Osterholz 2, 7140 Ludwigsburg, West Germany.

(Review copies on request)

A PUBLICATION OF SPECIAL INTEREST: The Experiment Press announces limited publication of the results of a 5-year research project on dual language acquisition. Research was conducted by Dr. Alvino E. Fantini, Director of the Department of Language Education of the Experiment in International Living's School for International Training. The study was originally submitted in the form of a doctoral disseration completed at the University of Texas.

Language Acquisition of a Bilingual Child: A Sociolinguistic Perspective (to Age Five) by Alvino E. Fantini, Ph.D.

A sociolinguistic analysis of language acquisition based on the longitudinal observation of one bilingual child. Data were collected on the child's speech through diary notes and tape recordings made at regular intervals from birth to age five. The child's languages include Spanish, English and a passive knowledge of Italian.

In a general background section, infant bilingualism and current trends in sociolinguistics are reviewed. A brief description of the child and his caretakers is provided, including an examination of the child's exposure and contact to each of the languages in question. Several aspects of bilingual acquisition are examined; e.g., the process through which the child learns to differentiate languages and the development of an awareness of his own bilinguality. Once languages are differentiated, the phenomenon of code switching and its relation to social variables is examined, revealing a high degree of consistency between these variables and the choice of a particular code. The effects of socialization on developing bilingualism are also con-

sidered, particularly the attitudes and behavior of the child's caretakers, who exert the greatest influence on the child during his preschool years. Their influence affects the child in learning how to use language, which language to use in a given situation, when to speak and when not to speak, and a notion of appropriateness of speech in content and style. The child's own use of language styles is then analyzed; and it is apparent that style shifting, like code switching, is an early development. Among the styles identified, there is a style used with adults, another with peers, and another with young children.

A linguistic profile highlights significant stages in the emergence of phonology, vocabulary, and grammar, providing insights into the child's developing language ability. Interference is examined within this profile, being treated as both a synchronic and diachronic phenomenon since it is important to ascertain which linguistic deviations are attributable to interference and which are deviations from the standard model common in child language. Social factors are shown to exert considerable influence on interference in speech. In a final section the ability in each language is compared with that of his monolingual peers.

This study concludes with several observations which suggest that the child begins differentiation almost immediately upon contact with two language systems, that this differentiation is facilitated by the separate use of each language in the environment, and that the child is capable of complete code switching as early as age 2.8. The conclusions stress the effect of social factors on language choice, the influence of the caretaker's role on the child's developing verbal behavior, and the existence of differentiated language styles as an early development in child's speech. Finally, the importance of various social factors on the occurrence, direction, and the degree of linguistic interference is underscored. The statements regarding style shifting and language use have general relevance since all speakers - whether bilingual or monolingual - learn to modify linguistic elements in accordance with social needs. The appendix contains selected excerpts from the child's speech diary throughout the period under consideration.

(Price $10.00 plus $1.00 postage and handling. Please make check payable to The Experiment Press. Remittance must accompany order.)

For information, write to: Department of Language Education/FLO, The School for International Training, Brattleboro, Vermont 05301.

ANNOUNCEMENTS

ATTENTION: RESEARCHERS IN CHILD SECOND-LANGUAGE ACQUISITION

A forthcoming issue of the International Journal of the Sociology of Language (IJSL) will be devoted to the topic FOREIGNER TALK. I have been asked by the editor of this issue to submit an article covering research on one particular aspect of the phenomenon: the use of foreigner talk in the verbal interactions of native children in a host country and foreign children who are acquiring the host language from native-speaking peers.

I would greatly appreciate hearing from any child second-language

researchers who have investigated or are presently investigating this area. Please send any relevant papers, reports, etc. to me no later than April 1, 1979, at the following address: Joel T. Katz, 331 Poe Street, #2, Palo Alto, CA 94301 U.S.A.

Thank you very much for your interest and cooperation.

CORRECTION: Both research in progress and a Ph.D. disseration by Takayoshi Makino on "Error Analysis of Japanese Junior High Students' English" appearing in Volume 8, Number 1, should have been listed as a Ph.D. disseration in progress (expected completion 1979). We regret any inconvenience caused Mr. Makino through this oversight.

PUBLICATIONS RECEIVED

- The Carrier Pidgin, Department of Linguistics, University of Hawaii
- Culture and Language Learning Newsletter, East-West Center, University of Hawaii
- International Journal of Psycholinguistics
- Nordic Linguistic Bulletin

RESUMES OF RESEARCH IN PROGRESS*

AN ANALYSIS OF TEACHERS' RESPONSES TO FIRST GRADE BILINGUAL STUDENTS' ERRORS, Nancy K. Johnson, Research and Development Center for Teacher Education, University of Texas, Austin 78712

Four first grade classrooms containing Spanish-English bilingual students were each videotaped on five occasions. Later, teachers identified their students' oral language errors while watching the videotapes of their classes. Errors were categorized and correlated to the teachers' error response types. Teacher responses were correlated to (1) language dominance of the child who committed the error, (2) academic function of the speech situation in which the error occurred, and (3) interactional characteristics of the speech situation (e.g., student-initiated vs. teacher-initiated exchanges, and public vs. private interactions). A correlation matrix provides an analysis to address the following questions about the teachers' attitudes toward language learning:

1) Do teachers regard language learning as mastery of form, as illustrated by their attention to correct language usage, or do they care more about communication, attending less to language errors than to successful conveying of messages;

2) Do the methods of correction vary with the language dominance of the student;

3) Do ESL teachers attend to language errors more than teachers in regular bilingual classes (where the target language is the medium,

*For resumes of current research in Canada, please see pp. 23-30 of this issue.

rather than the subject of instruction):

4) Do teachers correct solicited student statements more frequently than unsolicited student statements; and

5) Do teachers tend to correct more frequently when other students hear the correction?

THE FINNISH-ENGLISH CONTRASTIVE PROJECT, Kari Sajavaara and Jaakko Lehtonen, Department of English, The University, 40100 Jyväskylä 10, FINLAND

The Finnish-English Contrastive Project was started in the spring of 1974. Through a systematic comparison of the two languages and an observation and analysis of instances where the two languages come into contact, the project aims at gathering information about similarities and dissimilarities which may be of importance for teaching English to Finnish learners and, to a certain extent, for teaching Finnish through English. At the early stages, there was more work on topics resembling those taken up by earlier contrastive analyses, but more recently the emphasis has been shifted over to contrastive discourse analysis, because an abstract grammatical and structural contrasting of the two languages is highly insufficient to map the problems the learner is faced with. What takes place in a Finnish speaker-hearer when he is using English (as against Finnish) is now the main target of the work. Various types of contrastive analysis, error analysis and interlanguage analysis are included

Further research will be carried out in close correlation to recent and current work on second/foreign language learning/acquisition and learning strategies with special emphasis on testing the Monitor Model as developed by Stephen Krashen in a foreign language learning situation. Particular attention will be paid to the communicative function of language and on the role which different parameters play in it. Problems such as what constitutes foreign (Finnish) accent and what is native/nonnative fluency are examples of the kind of problems which the project will be focusing on.

The analysis will be based on natural speech for the most part. Videotaped and audiotaped materials about various situations of language use are being employed. At the first stage of the project, small-group interaction in seminar-like settings and classroom interaction have been chosen as primary targets but research is also being made on casual conversations. The project has developed a method for semi-automatic processing and mapping of conversations.

MULTILINGUALISM IN AUSTRALIA, Michael G. Clyne, Centre for Migrant Studies, Monash University, 3168, Vic., AUSTRALIA

1. Lexical, semantic, syntactic, phonological, graphemic and pragmatic transference and grammatical change in 600 German-English and 200 Dutch-English bilinguals in Australia, based on taped interviews, plus some tests for verification.

2. Analysis of "industrial pidgin" spoken by 35 immigrant workers of varying language backgrounds (e.g. Italian, Greek, Serbo-Croatian,

Turkish) and of syntactically and/or phonologically marked "foreigner talk" used by English-speaking foremen interacting with them, based on tapes of spontaneous communications in factories. Case studies are being made of English "foreigner talk" spoken by 2nd generation Australians to their parents or grandparents and other older immigrants.

PIDGIN-DEUTSCH SPANISCHER AND ITALIENISCHER ARBEITER IN DER BUNDESREPUBLIK DEUTSCHLAND*, Angelika Becker, Norbert Dittmar, Margit Gutmann, Wolfgang Klein, Bert-Olaf Rieck, Ingeborg Senft, Wolfram Steckner, Elisabeth Thielicke, Germanistisches Seminar der Universität Heidelberg, Karlstr. 2, D-6900 Heidelberg, WEST GERMANY

The project analyzes the untutored acquisition of German by Spanish and Italian migrant workers (adults) in the Federal Republic of Germany. After an initial phase of participant observation, 48 informal interviews with migrants and 12 with German workers (speakers of the local vernacular) were carried out. The sample of foreigners was stratified as follows: 24 Italians, 24 Spaniards (16 women, 32 men). Their duration of stay in Germany varied from one to fifteen years. From each interview 15 to 30 minutes were transcribed in a broad phonetic notation.

The material was analyzed mainly on the syntactic (and partly on the phonetic, morphological and lexical) level by a procedure based on the concept of variety grammar. The syntactic profiles of the learners' interlanguages were compared with those of native speakers, and were correlated with a number of social variables: duration of stay, age of immigration, contact with Germans, etc. (cf. HPD 1976*, 1978*).

With the Spanish learners still living in the Heidelberg area a second recording was made two years after the first interview to get a better insight into the acquisition of certain semantic concepts (esp. time and modality) and to study the problem of fossilization. In the second interviews special elicitation techniques (elicited translation and imitation) were used. A report on this work will be completed in the next year.

*Heidelberger Forschungsprojekt "Pidgin-Deutsch" (HPD) 1976 Untersuchungen zur Erlernung des Deutschen durch ausländische Arbeiter. Arbeitsbericht III. 419 pp. (mimeographed).

*Heidelberger Forschungsprojekt "Pidgin-Deutsch" (HPD) 1978 "The acquisition of German syntax by foreign migrant workers," in: David Sankoff, ed., Linguistic Variation: Models and Methods. New York/San Francisco/London: Academic Press 1978, pp. 1-22.

THE RELATIONSHIP OF CONCEPTUAL LEVEL TO THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN SELECTED SECONDARY FRENCH STUDENTS, Elaine K. Horwitz, 1300 Elmwood Avenue, Buffalo, New York 14222

This study explores the relationship of an information processing variable called conceptual level (Harvey, Hunt, and Schroeder, 1961) to the development of L2 communicative

competence in secondary French students. Previous cognitive skill tests (Modern Language Aptitude Test, Pimsleur Language Aptitude Battery) have been found to relate to and predict success in second language learning when the criterion of success is linguistic competence. It is hypothesized that a different set of cognitive processes is involved when the student is asked to engage in spontaneous communicative interchanges. Conceptual level is a cognitive variable which measures the number and inter-relatedness of the perspectives a person can generate on a given set of information. It was chosen as the main focus of the study because it has been shown to be related to first language communication skills and success in various unstructured school learning tasks. Instructional activities which focus on the development of communicative competence are less structured for the student than are activities which aim solely to develop linguistic competence. It is, therefore, hypothesized that the ability to deal with instructured situations is necessary for the student to successfully deal with communicative experiences.

ADDITIONS: We appreciate all of the responses to the reader activity survey in Issue No. 7. Unfortunately, some of the responses reached us too late for publication in the Spring, 1978 issue. These responses are included below.

Research in Progress

- The acquisition and use of English as a second language by Spanish speakers, Roger W. Anderson, Department of English (ESL), University of California, Los Angeles, CA., U.S.A.

- Cognitive aspects of second language acquisition (particularly perception and memory processes), Wilga M. Rivers, Department of Romance Languages and Literatures, Boylston Hall 207, Harvard University, Cambridge, MA, U.S.A.

- The effect of visual feedback on the imitation of intonation patterns, Dr. T.J.M. van Els, Instituut voor Toegepaste Taalkunde, Erasmuslaan 40, Nijmegen, THE NETHERLANDS

- The effects of different teaching behavior in ESL on achieved student proficiency in English, Mary McGroarty (in conjunction with the Program on Teaching and Linguistic Pluralism, principal investigators Robert Politzer and Arnulfo Ramirez), P.O. Box 7910, Stanford, CA., 94305, U.S.A.

- Phonological and cognitive aspects of Second Language acquisition, David Birdsong, Department of Romance Languages and Literatures, Harvard University, Cambridge, MA, U.S.A.

- Verbal interaction in the foreign language classroom,
  Acquisition of grammatical rules,
  Migrant workers' language,
  Louise Dabène, Université de Grenoble III, B.P. 25, 38040 Grenoble, FRANCE

- Vocabulary Acquisition - Aspects of Lexical Simplification, Shoshana Blum-Kulka and E. Levenston, Centre for Applied Linguistics, Hebrew University, Jerusalem, ISRAEL

Courses Taught

- Applied Linguistics (as a subsidiary subject), T.J.M. van Els, Institute of Applied Linguistics, Instituut voor Toegepaste Taalkunde, Erasmuslaan 40, Nijmegen, THE NETHERLANDS

- Basic Issues in Teaching a Second Language, S. Blum-Kulka, Centre for Applied Linguistics, Hebrew University, Jerusalem, ISRAEL

- Foreign Language Methods, Louise Dabène, Linguistics and Didactic Department, Université de Grenoble III, B.P. 25, 38040 Grenoble, FRANCE

- Linguistic and Psychological Bases of Language Teaching (Seminar), Wilga Rivers, Department of Romance Languages and Literatures, Boylston Hall 207, Harvard University, Cambridge, MA, U.S.A.

Thesis

- L'enseignment des langues voisines, Louise Dabène, U.E.R. de Linguistique, Université de Grenoble III, B.P. 25, 38040 Grenoble, FRANCE

CALL FOR RESEARCH RESUMES

ALL SLANT readers are invited to submit resumes of research in progress in the field of second language acquisition. Resumes should be approximately 200 words in length and should include a description of subjects, data collection procedures, data analysis and languages involved. Deadline for inclusion in the Spring issue, 1979, is March 1. Send to:

Research Resumes, SLANT Newsletter
English Department c/o Graham Wilson
San Francisco State University
San Francisco, CA 94132 U.S.A.

- -PLEASE RETURN TI

NAME: _____

MAILING
ADDRESS: _____

_____

_____

AFFILIATION: _____

Please make checks payable to
SLANT Newsletter (U.S. $ only)

SUBSCRIPTION INFORMATION

SLANT continues to be published twice yearly, once in May and once in November. (We are sorry for the exceptional lateness of the present issue, but due to staff changes, the delay was unavoidable.) We do not send out issues unless they are prepaid. The exception to this is specimen copies requested by institutions. Accordingly, we are including a subscription renewal notice in this issue so that you can renew for the 1979 subscription year.

If you need an invoice for institutional billing purposes, return the renewal sheet with a request for an invoice, and we will gladly send one to you. Those of you for whom it is impossible to pay in U.S. currency are asked to inquire about publication exchange privileges.

Subscription rates are:

Individual:	$2.00 North America	Institutional:	$5.00 North America
	$5.00 Elsewhere		$8.00 Elsewhere

In addition, back issues are available for $1.00 each ($2.00 outside North America):

(1974)	Issue I	Northwest Edition, prepared by Larry Selinker
	Issue II	New England Edition, prepared by Nancy Backman
(1975)	Issue III	British Edition. Guest Editor: Dick Allwright
	Issue IV	West Coast Edition. Guest Editor: Abby Sher
(1976)	Issue V	Midwest Edition. Guest Editor: Kyle Perkins
(1977)	Issue VI	Los Angeles Second Language Research Forum Edition. Guest Editors: Sabrina Peck, Judy Wagner-Gough
	Issue VII	French Research and Miami TESOL Report Guest Editors: Uli Frauenfelder, Rémy Porquier, Elaine Tarone

Please return the subscription renewal form to:

Thomas Nunnelley, Business Manager
SLANT Newsletter c/o Graham Wilson
ENGLISH DEPARTMENT
San Francisco State University
San Francisco, CA 94132, U.S.A.

HIS SECTION -

Enclosed please find $_____ for the 1979 Subscription Year.

_____Individual _____Institutional

Also please find $_____ for:

___copies - Issue I
___copies - Issue II
___copies - Issue III
___copies - Issue IV
___copies - Issue V
___copies - Issue VI
___copies - Issue VII